

379.773

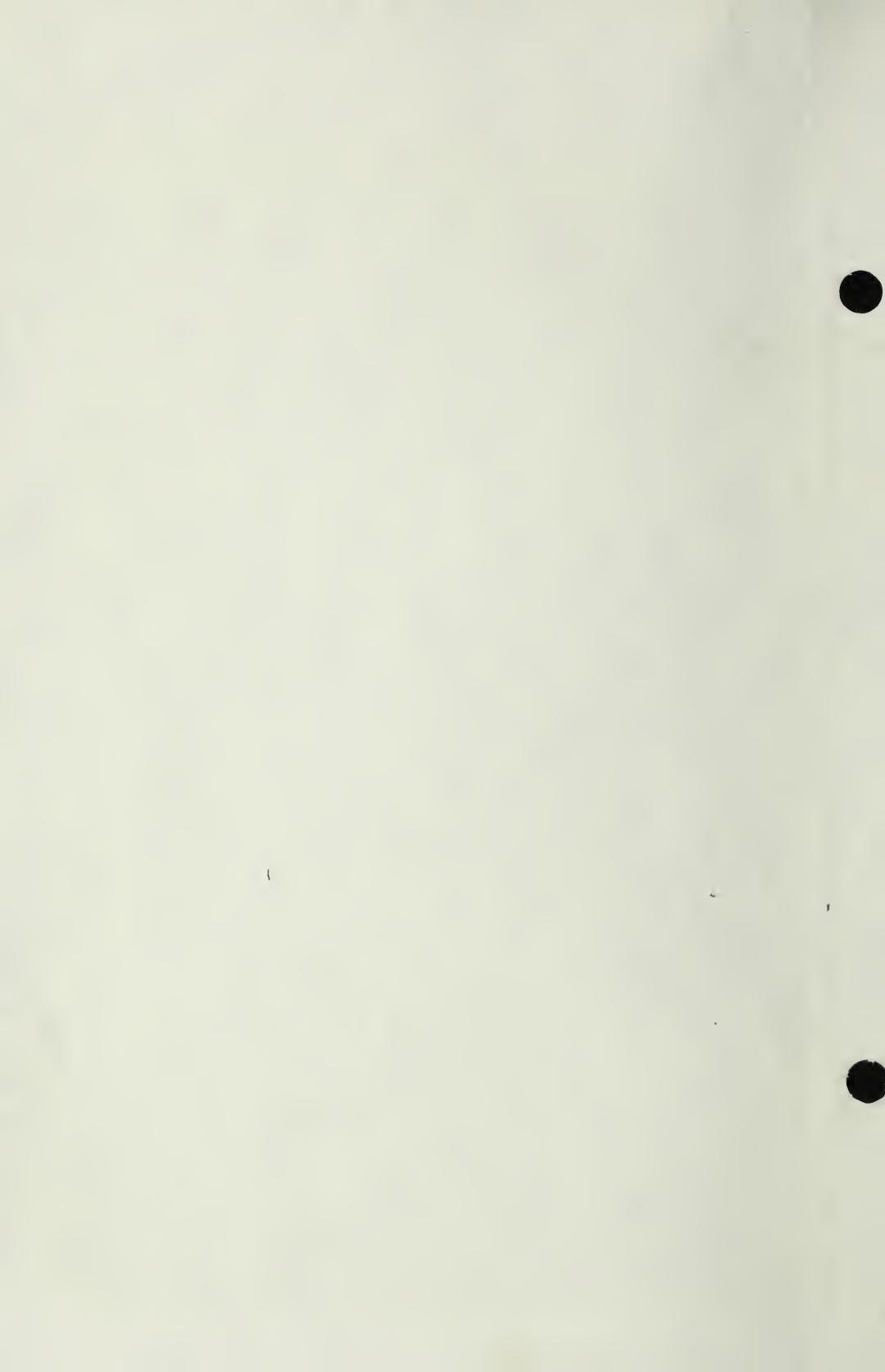
G13

1893/94-

1903/07

Inc.

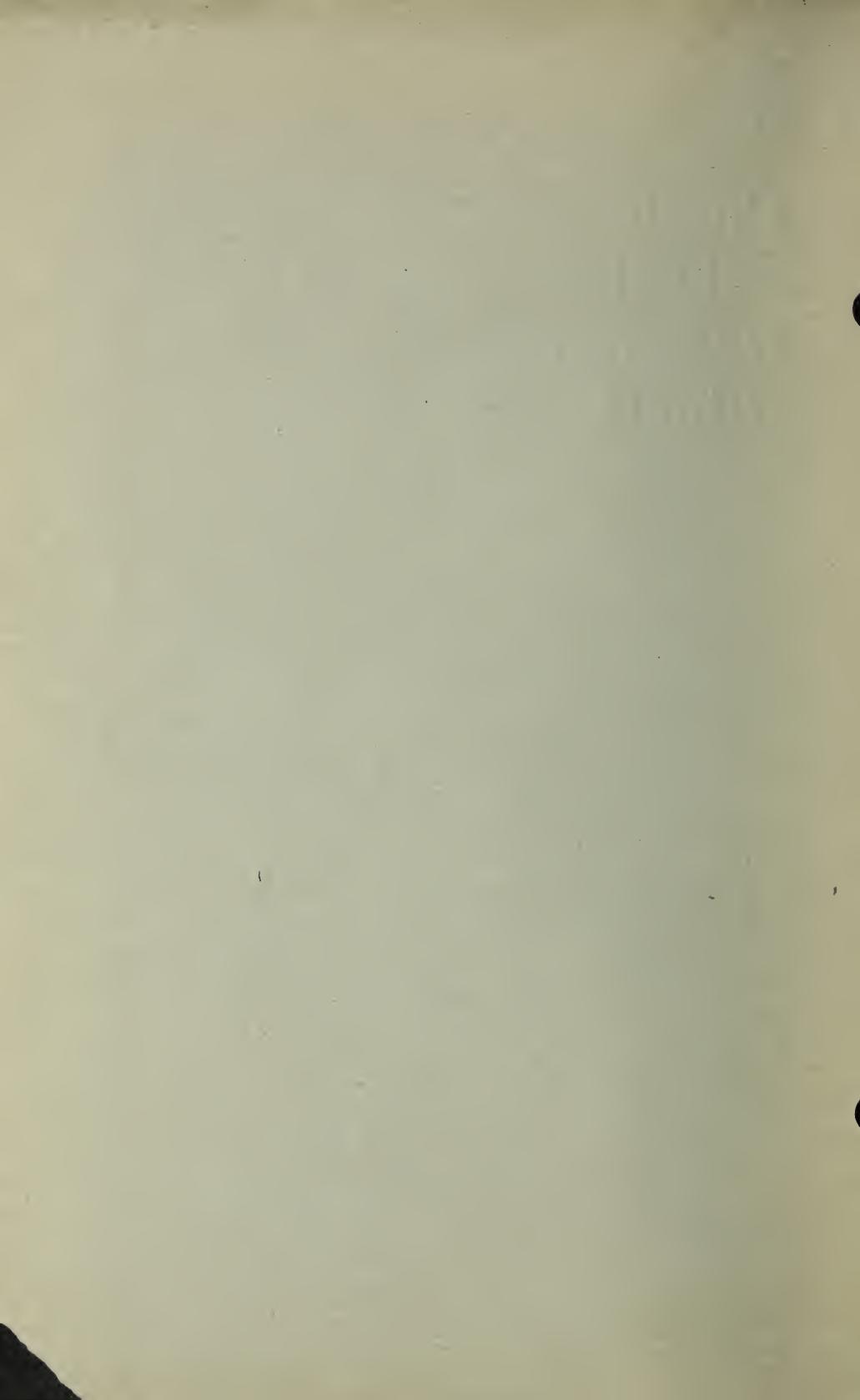




379.773
G13
1898/1903

Public
Schools
Galesburg
Illinois

1899-1903





Digitized by the Internet Archive
in 2016 with funding from

University of Illinois Urbana-Champaign Alternates

<https://archive.org/details/reportofboardofe00gale>



HIGH SCHOOL

REPORT

OF THE

BOARD OF EDUCATION

OF THE

CITY OF GALESBURG

FOR THE

SCHOOL YEARS 1899-1903



GALESBURG, ILL.
COLVILLE  BROTHERS
1903

SCHOOL CENSUS

APRIL, 1902

To the Honorable Board of Education, Galesburg, Illinois:

In making the following report you will see that I have taken each quarter of the city separately, making Main and Broad streets the dividing lines:

	Under 21 years			Under 16 years			Under 6 years			Attending Priv. sch'l's		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Southeast quarter of city....	1288	1299	2587	1019	969	1988	406	350	756	53	47	100
Northeast " " " "....	1028	1166	2194	829	922	1751	329	344	664	11	9	20
Northwest " " " "....	561	589	1150	447	457	904	164	158	322	2	4	6
Southwest " " " "....	635	560	1195	459	464	923	186	184	370	45	53	98
Total.....	3512	3614	7126	2754	2812	5566	1076	1036	2112	111	113	224

Respectfully submitted,

H. F. LEONARD,

Enumerator.

379.773

G 13

1898 / 1903

OFFICERS
of the
BOARD OF EDUCATION
of the
CITY OF GALESBURG
1903

OFFICERS

GEORGE SHUMWAY, Mayor	- - - - -	Ex-officio President
	373 South West Street	
ROY HOPCRAFT, City Clerk	- - - - -	Ex-officio Clerk
	129 North Chambers Street	
NELS NELSON, City Treasurer	- - - - -	Ex-officio Treasurer
	731 North Seminary Street	
W. L. STEELE	- - - - -	Superintendent of Schools
	462 North Cherry Street	

DIRECTORS

		Term Expires
First Ward—MRS. G. W. THOMPSON	- - - - -	1906
	239 South Cherry Street	
Second Ward—C. C. MERRILL	- - - - -	1906
	137 North Prairie Street	
Third Ward—L. F. WERTMAN	- - - - -	1905
	524 North Broad Street	
Fourth Ward—J. W. HAMMOND	- - - - -	1904
	114 North Seminary Street	
Fifth Ward—MRS. H. W. READ	- - - - -	1904
	713 West South Street	
Sixth Ward—L. T. STONE	- - - - -	1905
	277 North Academy Street	
Seventh Ward—CHAS. R. VAN BRUNT	- - - - -	1906
	636 East South Street	

STANDING COMMITTEES

Teachers—THOMPSON, STONE, HAMMOND
Auditing—WERTMAN, MERRILL, VAN BRUNT
Buildings and Grounds—HAMMOND, MERRILL, VAN BRUNT
Text Books, Rules and Regulations, Furniture and Supplies—READ,
STONE, WERTMAN

TABLE OF GROWTH

The following shows the growth of the schools during the last 18 years:

Year	Enrollment	Year	Enrollment
1885-6.....	2000	1894-5.....	2916
1886-7.....	2045	1895-6.....	3071
1887-8.....	2134	1896-7.....	3184
1888-9.....	2274	1897-8.....	3396
1889-0.....	2308	1898-9.....	3425
1890-1.....	2475	1899-0.....	3532
1891-2.....	2578	1900-1.....	3591
1892-3.....	2655	1901-2.....	3651
1893-4.....	2750	1902-3.....	3638

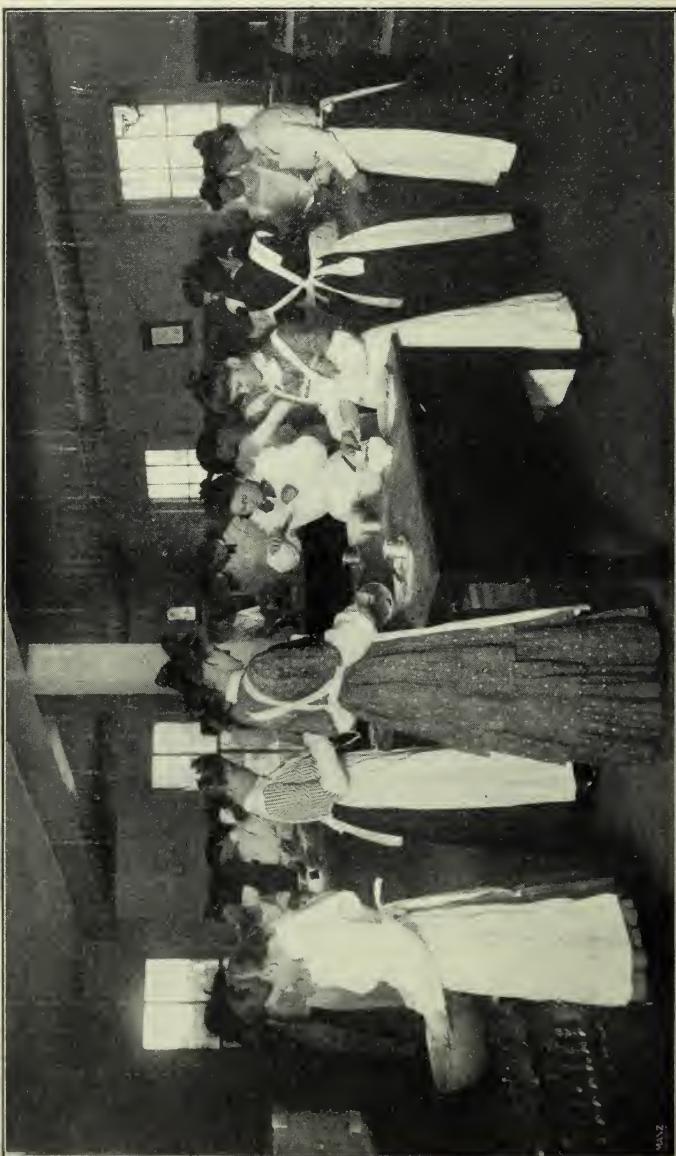
HIGH SCHOOL

Year	Enrollment	Graduates	Year	Enrollment	Graduates
1886.	117	18	1895.	234	43
1887.	115	25	1896.	293	43
1888.	116	19	1897.	381	58
1889.	141	27	1898.	472	94
1890.	153	26	1899.	527	85
1891.	172	42	1900.	521	94
1892.	185	26	1901.	517	124
1893.	185	31	1902.	548	98
1894.	194	37	1903.	539	107



SECTION OF CHILDREN'S READING ROOM

DOMESTIC SCIENCE



SUPERINTENDENT'S REPORT

To the Honorable Board of Education of the City of Galesburg:

LADIES AND GENTLEMEN:—I have the honor of submitting to you the following report of the schools under your charge.

Since the last published report was issued, which was in August, 1898, the last of the bonded indebtedness has been paid, additions have been made to the Bateman, Lincoln and Douglas schools, and the third floor of the High School has been remodeled.

In the latter part of 1898 the last of the bonds, amounting to \$10,000, were paid. These bonds were issued in 1887 for the High School building. In 1899 the Bateman school was remodeled, and five rooms with an auditorium were added at a total cost of \$15,003.

In 1901 an addition of five rooms with an auditorium was made to the Lincoln school at a cost of \$17,358. The third floor of the High School was remodeled this year, giving four additional rooms for the use of the High School, at a cost of \$2,210. A steam heating plant, costing \$6,000, was installed in this building at the same time. This makes the High School building as it stands today, including the heating plant but not the furniture, cost \$46,189.

In 1902 the Douglas School was remodeled and three rooms with an auditorium were added to it at a total cost of \$10,366.

In May of this year the contract for the new Central School building was let for \$33,597. At this date (October 1903) the contractor has received \$9,334.70.

Thus during the past five years, \$70,265.70 have been expended in new buildings. This does not include the fur-

Permanent
improvements
and their cost

niture and supplies required to equip these additions, which amount to several thousand dollars, but it does include the \$10,000 of bonds. With this amount of money seventeen rooms and three auditoriums have been added to the school accommodations of the city, eight rooms have been remodeled, four modern heating plants have been installed, and \$9,334.70 have been paid on the Central School now in the process of building.

Galesburg has been passing through a period of school building. It began with the erection of the High School in 1887-8 and has continued until all of the nine school buildings in the city are either entirely new or remodeled structures. The policy of remodeling and enlarging so many of the old school houses was dictated by economy and convenience to the public. It was economy because it saved the purchasing of new sites; it was for the convenience of the patrons of the schools, because it has given to every section of the city, except the Cooke district, a grammar school—a school that prepares its pupils for the High School. Previous to this, all children, when they completed the fifth, or, at most, the sixth grade, had to come to the center of the city to the Churchill School, then known as the High School. The remodeling was done mainly for hygienic reasons, to secure better light, sanitary closets, and a system of ventilation. The Central School building, when completed, will mark the end of this period of building unless the Lincoln School should prove inadequate for that part of the city, which is quite possible. The cost of all these improvements has been approximately \$200,000. Another tax-levy as large as the one for the present year will complete the new building and leave the Board free from all indebtedness. To place this amount of money in permanent improvements without bonding the city and without reaching, at any time, the tax limit fixed by law, is not usual.

A comparison of the cost of the schools in Galesburg

with that expended for the same purpose in the other incorporated towns in the county or in cities of its own class in the state, might be of interest here. The tax rate for school pur-

Comparison as
to Bonds and
Tax Rate.

poses last year in Abingdon was 2.84; St. Augustine, 2.47; Knoxville, 1.90; Maquon, 3.15; Yates City, 3.43; East Galesburg, 2.50; Wataga, 1.64; Oneida, 1.44; Altona, 2.07; Victoria, 2.75; and Williamsfield, 2.02; while in Galesburg it was 1.68 for operating expenses and .76 for building purposes, or a total of 2.44. Thus it is seen that a person owning property in Galesburg paid less taxes last year, as far as schools were concerned, than he would have done had he owned the same amount of property in Abingdon, St. Augustine, Maquon, Yates City, Victoria, or East Galesburg. It should also be remembered that the children in Galesburg receive one more month of schooling each year than those living in the towns named, and they have the additional advantages of the High School.

There are ten cities in the state whose population, according to the census of 1900, was over 15,000 and under 25,000. The bonded indebtedness of these cities for school purposes, June 30, 1903, and the tax rate for school purposes for the same year were as follows:

	Bonds	Rate
1 Moline.....	\$103,900	(July 1) 3.95
2 Rock Island.....	115,000	3.30
3 Elgin.....	131,000	2.89
4 Bloomington.....	54,000	2.48
5 Evanston.....	132,500	(July 1) 2.45
6 Galesburg	none	2.44
7 Danville	85,000	2.36
8 Aurora—		
East	10,000	2.25
West.....	10,000	2.07
9 Jacksonville	32,000	2.02
10 Decatur.....	75,000	1.68

Galesburg is the only city of its class in the state that has no bonded indebtedness for schools, and the rate of

taxation for school purposes is less in Galesburg than it is in five of these ten cities.

In December, 1901, after forty years of wandering, the Board found itself handsomely located in the new Library building. As for location and conveniences, nothing more could be desired. The Library Board and the Board of Education, when they came together in the same building, soon found that they were related—members of the same body, one necessary to the other. To fulfill its mission most completely, the library should train up each generation of children to the habit of reading books; while, to fulfill its mission most completely, the school should give each generation of children not merely the power to read, but the habit of reading. In the school the child acquires the ability to read, in the library he forms the habit of reading. The library is the necessary complement of the school.

In recognition of this principle the "Children's Room" of the library was established by the Library Board, and the Board of Education, in consideration for the use of the rooms it occupies, agreed to furnish a children's librarian. This room is kept open all days and hours when the schools are closed, and the children flock to it and use it with a feeling that it is a part of the public schools.* The fact that Miss Stone, the present children's librarian, was transferred to this position from one of the schools accounts to a great extent for this feeling. The wisdom of this joint action of the Library Board and the Board of Education is made manifest every day.

The following is copied from the records of the meeting of the Board of Education, in November, 1902:

"The following communication was presented by Di-

*This room is open from 1 to 1:30 and from 3 to 6 p. m. on school days, and from 9 a. m. to 12, and 1:30 to 6 p. m. on Saturdays and during vacation.

rector (Mrs. G. W.) Thompson: 'Manual training for boys has proved an undoubted success in our Galesburg schools, people all agreeing that it is both profitable and instructive. A feeling exists—and we believe public sentiment tends strongly in this direction—that the girls of our city should be given a like advantage in the training of the hand and eye as well as the brain, and that education directed toward the practical realities of life will better prepare girls for their needs as useful daughters and home makers. The Woman's Clubs, believing all this, have raised money enough to equip and maintain a Domestic Science department for a term of five months, and they ask you, the Board of Education, to make this experiment, beginning with the winter term and continuing through the remainder of the school year.' On motion the matter was referred to the Supply Committee."

Domestic
Science
Department

From the records of a called meeting to consider this subject, held November 25, 1902, the following is copied:

"Director Van Brunt moved that the Board of Education provide a room for the trial of Domestic Science for a period of five months, the Ladies' Clubs of the city providing the means for conducting the same. The motion prevailed unanimously."

In accordance with this resolution a room was provided in the old Central Primary building, and in January, 1903, 180 girls from the High School began to take practical lessons in the art of cooking, under the supervision of Mrs. Clara G. Rhodes, a teacher of experience and a graduate of the Lewis Institute, Chicago. This experiment of the Woman's Clubs was so rational and so successful that, at the end of the last school year, the Board of Education incorporated it as a regular department of the schools. In this way the Domestic Science department of the High School came into being. Ample provision has been made for this department in the new Central School building, which is being erected upon the site of the old Central

Primary, and, in the meantime, the work is going on in a most satisfactory manner in the Annex on Cedar street.

In past years several attempts have been made to enforce the compulsory educational law through the police ^{Truant} _{Officer} department. These efforts all proved to be spasmodic; the police force, however, has always shown a commendable spirit whenever called upon to assist in enforcing this law. When the child labor law went into effect this year, it was felt that a determined effort should be made to enforce the school attendance clause of it. Accordingly the Board at its September meeting (1903) voted to employ a truant officer for half time. Arrangements were at once made with Mayor Shumway to detail a regular policeman, whose sole duty for half his time would be to serve the Board as a truant officer, the Board paying his salary for the time served. The present truant officer, Mr. F. O. Anderson, is proving himself to be the right man for that place, humane and efficient. Thus far he has found but very few children of school age who are not enrolled as pupils of some school. His work is mainly looking up truants, and in this he has been most faithful. What will be the outcome of this experiment it is too soon even to prophesy. The truant pupil, however, is a serious problem for society, as well as for the school, to consider. He is generally a troublesome character when in school, and the criminal element of society comes largely from this class. Mr. Anderson's report shows that 20 per cent. of the cases he has thus far found already have a police record, and that half the truants belong in the fourth and fifth grades. Some are in the first grade, and some are under seven years old. What can be done for the confirmed truant?

The Galesburg Improvement Association, whose mission is to beautify the city, will be encouraged by the following taken from the records of the Board of Grounds of Education for its May meeting, 1903: "On motion the Directors were authorized to see that the

grounds of the different schools in their respective wards were kept in proper condition during the summer." This was a new departure for the Board of Education. For the past two or three years the teachers and the pupils of the different schools, assisted by Dr. J. V. N. Standish, who is freely giving the closing years of a rich life to making his city beautiful, have been ornamenting the school grounds with flowers and shrubbery. By sodding parts of the grounds last spring the Board not only helped materially in this good work, but gave great encouragement to the children. The different school grounds are now among the most beautiful and attractive spots in their localities—what they should be.

For years the pupils and teachers have been beautifying the interior of the school buildings. There is not a room or a hall in any of the buildings that is not made attractive with pictures. By ^{Decoration of} _{School Rooms} their work eight pianos have also been placed in the schools without cost to the Board. Last year alone approximately \$1,000 were made by the pupils and expended for pianos and decorations. Any objection that may be made to children's spending time and effort in this way is more than balanced by the interest and pride it gives them in their school. It should always be remembered that school is the important thing to the child, the same as business is to the man.

The characteristic feature of the High School is that it is organized upon the elective principle; i. e. the pupils, with the advice of parents and teachers, ^{The High} _{School—} _{Course of} _{Study Revised} elect the branches they study. As far as known it is the first high school that was thus organized, though there are few secondary schools in the country to-day in which pupils are not allowed the freedom of choice in their work to a greater or less extent. President Eliot, of Harvard, was the first to advocate the elective principle in education. This is the ninth year our school has been conducted upon this plan, and it is grati-

fying to state that it is a complete success—especially when compared to the old way—though it unquestionably calls for more wisdom and discretion on the part of those who are directly responsible for its operation. This year the course of study was so revised, by your authority, as to meet fully all the latest requirements for college entrance—whether at home or abroad.

On August 12, 1901, the Normal Music Course was adopted, displacing the Housel Music Readers, which had been in use since September, 1888. On December 20, 1901, Morton's Geographies were adopted to take the place of Harper's Geographies, which had been in the schools since September, 1882. On the same date Hall's Arithmetics were substituted for the New Franklin's Arithmetics, which had been used since November, 1895. On November 10, 1902 the Progressive Readers were exchanged for the Sheldon Readers, which had been the text-books in reading since September, 1885. Attention is called to the fact that of the books displaced by these changes the geographies had been in use nineteen years, the readers seventeen years, the music thirteen years, and the arithmetics six years. With the exception of the arithmetics these books, without considering their merits, had been in the schools too long, and they doubtless would have been exchanged sooner than they were, had it not been for the prejudice that generally exists against a change of text-books. But there comes a time when the text-book should be changed for the good of the pupils. It would seem that each generation of school children is entitled to new text-books. This would bring a change every eight years. A change in text-books can be made without any additional cost to the parent except where a child inherits a book from an older member of the family. This is done by a "progressive change," by having the pupils, when they complete the book they are using and must buy a more advanced one of some kind, purchase a book of a different series. It requires several years to change a series of

Change of
Text-Books

books in this way, and for this reason publishers do not advocate the plan and it is not convenient to school authorities. It is a great saving of money to parents, however. All the changes here mentioned, excepting the Readers, have been made in this manner. In the change of the Readers an "even exchange" was made: the old books were taken up and new ones were given in their place without cost either to pupils or to the Board. The reason for the publishers doing this was that they had had the trade for seventeen years and they thought it would be to their interest to supply new reading matter. It was certainly a great benefit to the pupils and parents.

For the good of themselves and their pupils, teachers are constantly exhorted to read professional books and to extend their knowledge along as many lines as possible. This advice is absolutely sound, but it is equally true that time devoted to making oneself thoroughly familiar with the text-books the pupils are studying, is time well spent. This acquaintance should not be limited merely to the books the pupils are studying at the present time, but it should be extended to the texts they have completed, in order that the teacher may be able to assist the pupils in relating the knowledge gained to-day with that of yesterday. Facts become valuable only as their relations are understood, and the ordinary mind soon throws off isolated facts. This accounts for the remarkable ability of children to forget lessons which they once knew. Properly to connect the new facts with those already known is the vital act in teaching, and nothing will enable a teacher to do this better than a familiarity with what the pupils have gone over, with the text-books they have studied. If a teacher, when hearing a class in the Fourth Reader, will lead the pupils to see that they had the same fact or thought, in a little different setting, two years ago in the Second Reader, or if the class be one in geography and the pupils be led to recall that they once had the same topic in

Teachers Should
be Familiar with
the Text-Books
Used by the
Pupils

one of their readers, the pupils will brighten up at once and the recitation will take on new interest. If this be done from day to day in the different studies, the pupils will soon realize and appreciate the continuity of their work—the frequent lack of which is the most deadening influence in the school life of children. No professional or outside reading can take the place of this intimate knowledge of the text-books the pupils have studied, for these books contain the facts with which the pupils are supposed to be familiar. There is no class of teachers in the schools to whom all this applies with so much force as it does to the High School teachers. The pupils go up to the High School with a certain fund of information, and the danger is that it is not likely to be much drawn upon afterwards, except in a vague way; but they are set to work to begin again *de novo*. It is not surprising under such conditions that some high school teachers complain that the pupils come to them so poorly prepared. The teacher who strives to understand her pupils individually and to become familiar with the particular road over which they have come, is working along the best pedagogical lines.

Allow me in closing this report to emphasize again the fact that next to unity and harmony of action on the part of all those connected with the schools, the success of a system depends almost wholly upon its individual teachers; that the greatest care possible should be exercised in their selection, that fitness alone for the work should be the only thing considered in their appointment; that, if the schools are good, they are the ones to whom the credit belongs and to whom, it is not too much to say, the public should be most grateful.

Thanking you for your united and cordial support and appreciating the courtesy shown me by all with whom my work has brought me in contact, I am,

Yours most respectfully,

WILLIAM L. STEELE.

FINANCIAL REPORT

Report of the financial transactions of the Board of Education for the five school years, commencing July 1, 1898, and ending June 30, 1903:

RECEIPTS

	1898-9	1899-0	1900-1	1901-2	1902-3
General taxes	\$ 15000 00	\$ 11000 00	\$ 16000 00	\$ 170 00	\$ 28000 00
Delinquent taxes.....	28000 00	70236 10	40126 85	53094 19	81809 97
Received from state fund.....	3402 21	3392 85	3029 40	362 52	3168 67
Tuition fees.....	394 00	470 50	515 00	859 00	803 50
Interest.....	12 00	.....	821 69	90 45	181 08
Sale of seats.....	19 00	47 60	11 25	60 80	6 00
Sale of other articles.....	6 00	9 89	9 31	.....	.....
Refunded by Ginn Co.....	.....	6 25	.....	.....	.....
Rebate on freight and other bills.....	.....	8 97	1 31	41 90	57 62
Bond paid to permanent fund.....	.....	.....	3600 00	.....	.....
Sale of motors.....	.....	.....	.....	85 00	71 25
Total receipts each year.....	\$ 46833 21	\$ 85172 16	\$ 64114 81	\$ 74293 86	\$ 114 98 09
Cash on hand beginning of year..	28461 87	1390 93	15422 52	15176 48	3522 47
Total of both sums.....	\$ 75295 08	\$ 86563 09	\$ 79537 33	\$ 89470 34	\$ 117620 56

DISBURSEMENTS

	1898-9	1899-0	1900-1	1901-2	1902-3
Teachers' salaries.....	\$ 40239 50	\$ 42992 00	\$ 42135 75	\$ 45603 00	\$ 48213 75
Janitors' salaries.....	3895 00	4105 00	4184 50	4655 00	4990 00
Repairs.....	3458 78	3093 49	3556 36	9071 16	4035 36
Fuel.....	1632 91	2059 14	2585 36	2138 30	3324 45
Supplies.....	2220 35	1816 28	2303 47	3190 66	2991 06
Telephone service.....	132 84	133 64	122 67	76 27	.....
Printing and advertising.....	404 10	185 00	219 60	205 30	347 99
Election expenses.....	24 00	30 00	36 00	15 00	24 00
Gas.....	107 86	141 52	142 13	289 43	326 41
Insurance.....	769 00	348 00	462 00	1030 00	516 00
Interest and exchange.....	892 37	972 16	569 47	682 33	519 77
Recording.....	1 40	.....	.....	.....	.....
Electric power.....	552 32	659 98	600 00	169 34	.....
Rent.....	239 44	260 00	195 00	65 00	.....
Special taxes.....	371 28	.....	328 96	.....	.....
Commencement exercises.....	86 00	40 00	132 00	50 00	97 00
Bonds paid.....	15000 00	.....	.....	.....	.....
New building.....	3777 00	13274 51	6749 89	14792 50	10774 18
Census.....	100 00	.....	.....	100 00	.....
Paid note.....	.....	1021 83	37 09	.....	.....
Rebate on taxes.....	.....	8 02	.....	.....	.....
Water service.....	.....	.....	.....	205 58	456 06
Loan from permanent fund.....	.....	.....	.....	3600 00	.....
Am'tn't returned to permanent fund.....	.....	.....	.....	.....	1165 56
Total disbursements.....	\$ 73904 15	\$ 71140 57	\$ 64360 85	\$ 85947 87	\$ 77811 59
Cash on hand at end of year.....	1390 93	15422 52	15176 48	3522 47	39808 97
Total of both sums.....	\$ 75295 08	\$ 86563 09	\$ 79537 33	\$ 89470 34	\$ 117620 56

The foregoing figures, representing the receipts from general and delinquent taxes, should not be confused with the tax levy for the respective years named, because the final settlement with the County Treasurer for delinquent taxes collected by him is seldom made before the end of the school year for which the levy is made, and all money received after June 30 is entered into next year's accounts, but the collections and amounts of levy of taxes for the whole period of five years exactly agree. The amount of taxes levied by the Board of Education for the five years herein named is \$62,236.10 for 1898-9, \$69,126.85 for 1899-0, \$72,094.19 for 1900-1, \$75,453.71 for 1901-2, and \$81,356.26 for 1902-3.

NELS NELSON, Treasurer.

TEACHERS' DIRECTORY

Name	High School	Residence
Frank D. Thomson, Prin.....	529 N. Cherry	
Cora F. Stone.....	History, English.....	630 N. Broad
Minnie L. Smith.....	Latin.....	809 E. Main
G. H. Bridge. Manual Training, Mechanical Drawing	1590 W. Main	
A. C. Roberts.....	Physics, Chemistry.....	371 W. North
Mary Olive Richey.....	Civics, English	270 E. Waters
Frances Arnold.....	English.....	759 E. Main
Anna M. Sisson	Latin, English.....	435 N. Kellogg
Jessie F. Ray.....	History.....	1066 N. Kellogg
Mabel Baxter.....	History, Latin.....	523 N. Prairie
Walter Prall. Bkping, Penmanship, Comcl Law..	571 N. Seminary	
Nellie C. Collins... Shorthand, Typewriting....	569 Monmouth Blvd	
Adam A. Hummel.....	Physiology, Botany.....	185 W. South
Frank C. Touton. Geometry, Algebra, Mechnl Drawing	185 W. South	
Arthur N. DeLong.....	Commercial Arithmetic.	185 W. South
Robert A. Chandler.....	Geometry, Algebra.....	185 W. South
Clara G. Rhodes.....	Domestic Science.....	171 N. Prairie
Nellie Atwood.....	Reading, Rhetoricals.....	590 Monmouth Blvd

Churchill School

Name	Room	Grade	Residence
Frances Hague, Prin..E.....	Eighth.....	274 S. Academy	
Carrie L. Chapin.....	F.....	Seventh and Eighth.....	185 W. South
Rose M. Hoben.....	H.....	Seventh.....	997 Accommodation
Lottie Goldquist.....	G.....	Sixth and Seventh.....	530 S. Broad
Helen E. Rose.....	N.....	Sixth.....	368 W. Tompkins
Marian Nelson.....	L.....	Fifth.....	135 N. Seminary
Emma J. McCollum....K	K	Fourth and Fifth.....	470 N. Kellogg
Anna Butler. ....M.....	M.....	Third and Fourth...	368 W. Tompkins
Laura L. Smith.....	B	Third.....	883 Monmouth Blvd
Katherine C. Sullivan.C	C	Second and Third	456 S. Cedar

Douglas School

Name	Room	Grade	Residence
Ellen Davis, Prin.....	A	Sixth and Seventh..	379 W. Tompkins
Mary E. Maley.....	B	Fourth and Fifth.....	516 S. West
Lillian E. Linquist....C	C	Third and Fourth.....	96 Fulton
Frances Speed.....	D	Second and Third.....	396 S. Academy
May T. Williams.....	E	First.....	1126 S. West

Central Primary and Training School

Name	Grade	Residence
F. Lillian Taylor, Prin.		368 W. Tompkins
Myra H. Patch.	Second...	763 Beecher Ave
Martha Arnold.		849 N. Broad
Lillian N. Lanphear.		391 E. Tompkins
Gail H. Lapham.		573 Maple Ave
Grace A. Clark		440 W. South
Louise Runkle.		N. Broad
Amy J. Burton.		450 Maple Ave

Hitchcock School

Name	Room	Grade	Residence
H. E. Puffer, Prin.	A	Seventh and Eighth.	71 W. Losey
Georgia A. Smith.	B	Sixth and Seventh.	455 N. Prairie
Jennie S. Corbin.	C	Fifth and Sixth.	756 N. Kellogg
Lillian M. Emrich.	D	Fourth and Fifth.	751 N. Kellogg
Grace B. Smith.	E	Fourth.	411 W. South
Jessie B. Clute.	F	Third.	558 N. Chambers
Helen G. Goldsmith.	G	Second.	642 N. Cherry
Lillian A. Backman.	I	First and Second.	188 N. Kellogg
Clara O. Horton.	H	First.	572 N. Broad

Lincoln School

Name	Room	Grade	Residence
Ada Peterson, Prin.	A	Eighth and Seventh.	269 N. Chambers
Alice E. Burgland.	B	Seventh.	459 N. Seminary
Josephine Ericson.	C	Fifth and Sixth.	1417 Grand Ave
Nellie Swanson.	D	Fourth and Fifth.	382 N. Pearl
Judith Wenquist.	E	Fourth.	753 N. Prairie
Nannie Mer Buck.	F	Third.	1427 E. Knox
Anne L. Norton.	G	Second.	542 S. West
Estella Kobel.	H	First and Second.	398 Maple Ave
Lucia L. Pettee.	I	First.	176 N. Kellogg

Bateman School

Name	Room	Grade	Residence
Annie L. Wilbur, Prin.	A	Seventh and Eighth.	959 N. Broad
Lillie E. Clark.	B	Sixth and Seventh.	745 N. Academy
Ella P. Gilbert.	C	Fifth and Sixth.	882 W. Main
Nannie W. Preston.	D	Fourth and Fifth.	409 W. North
Emma A. Fuller.	E	Third and Fourth.	630 Maple Ave
Myra O'Brien.	I	Third.	558 N. Broad
L. Maude Rawalt.	F	Second.	523 N. Academy
Nettie L. Hotaling.	G	First and Second.	572 N. Broad
Jennie A. Long.	H	First.	438 Clark

Weston School

Name	Room	Grade	Residence
Ida E. Wilbur, Prin....	A	Eighth.....	90 Lincoln
Emily L. Fuller.....	B	Seventh.....	260 N. Whitesboro
Fannie Hedburg.....	C	Sixth and Seventh.....	248 Sumner
H. Belle Hammond....	D	Fifth and Sixth....	114 N. Seminary
Johanna C. Lind.	E	Fifth.....	491 E. North
Inez M. Risley.....	F	Fourth.....	110 Locust
Carrie A. Eastes.....	G	Fourth.....	288 N. Broad
E. May Hammond.....	H	Third.....	114 N. Seminary
Alice Harshbarger.....	I	Second and Third.....	859 Day
Flora A. Ward.....	J	Second.....	1336 E. Main
Nelle C. Armstrong....	K	First and Second.....	238 Holton
Louise Zetterberg.....	M	First.....	675 N. Broad
Lena M. Heath.....	L	First.....	114 N. Kellogg

Cooke School

Name	Room	Grade	Residence
Maggie Phillips, Prin..	A	Fifth.....	357 W. Brooks
Mary A. Read.....	B	Third and Fourth.....	713 W. South
Anna M. Armstrong...	C	First, Second and Third.	156 W. Brooks
Henrietta Armstrong..	D	First.....	156 W. Brooks

Supervisor of Music

J. Glaze Strong.....	63 W. Tompkins
----------------------	----------------

Supervisor of Drawing

Jessie Buckner.....	483 N. Kellogg
---------------------	----------------

Librarian

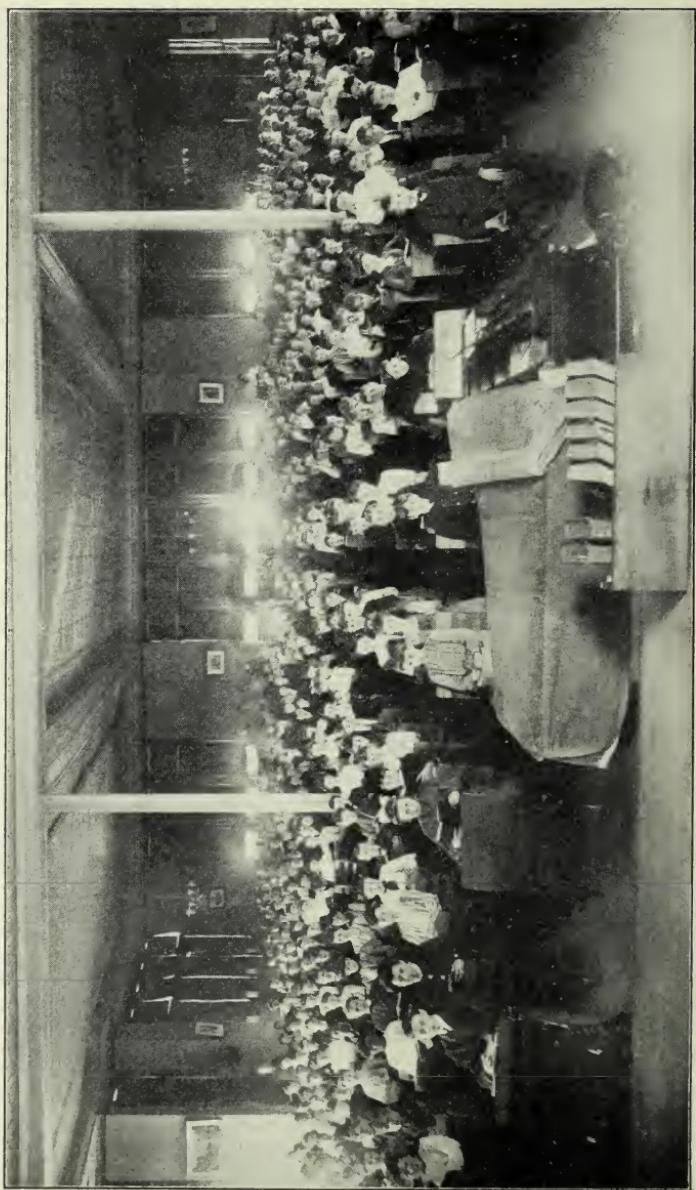
Harriet Stone.....	277 N. Academy
--------------------	----------------



BOARD OF EDUCATION ROOM



OFFICE OF SUPERINTENDENT OF SCHOOLS



STUDY HALL—SEATING CAPACITY 500

HIGH SCHOOL COURSE OF STUDY

FIRST YEAR

Scientific Course	Latin (College) Course	Commercial Course
General History (9)	Latin (9)	General History (9)
Algebra (9)	Algebra (9)	Bookkeeping (9)
Physiology (4)	Physiology (4) and	Physiology (4) and
Botany (5)	Botany (5)	English Comp. (5)
Authors (5)	Authors (5)	(Business English)
		Authors (5)

SECOND YEAR

Scientific Course	Latin (College) Course	Commercial Course
English Composition and Literature (9)	Latin (9)	Eng. Composition (4)
Geometry (9)	Geometry (9)	(Business English)
Physics (9)	General History (9)	Com'l Geogra-
Reading (3)	Reading (3)	phy (5)
Authors (5)	Authors (5)	Shorthand (9) and
		Typewriting (2)
		Arithmetic (9)
		Reading (3)
		Authors (5)

THIRD YEAR

Scientific Course	Latin (College) Course	Commercial Course
Rhetoric and Literature (9)	Latin (9)	Shorthand (4) and
Chemistry (9)	Physics (9)	Typewriting (2)
English History (4)	English Composition and Literature (9)	Com'l Law (5)
U. S. History (5)	Reading (3)	Civil Gov'n'm't (4)
Reading (3)	Authors (5)	Economics (5)
Authors (5)		English History (4)
		U. S. History (5)
		Reading (3)
		Authors (5)

FOURTH YEAR

Latin (College) Course
Latin (9) or
German (9)
Adv. Algebra (4)
Solid Geometry (5)
Rhetoric and Literature (9)
Reading (3)
Authors (5)

NOTE.—The Latin or College Course is designed for those who are preparing for college or for work in technical schools. This should be borne in mind by such students.

The figures at the right of the subjects indicate the number of credits allowed for each toward graduation. A credit means a month's work in a given subject recited daily and pursued to completion. One hundred credits are required for graduation.

Manual Training may be taken with each year's work and at least four credits will be given for it. Mechanical Drawing may be taken with each year's work and two credits will be given for it.

Domestic Science may be taken with the second and third year's work and at least three credits will be given for it.

Regular work consists of 17 recitations a week for the first year, and of 18 recitations a week for the second and third years. Each pupil is expected to do regular work unless excused therefrom for very good reasons.

**TEXT-BOOKS IN USE IN THE GALESBURG
HIGH SCHOOL**

FIRST YEAR

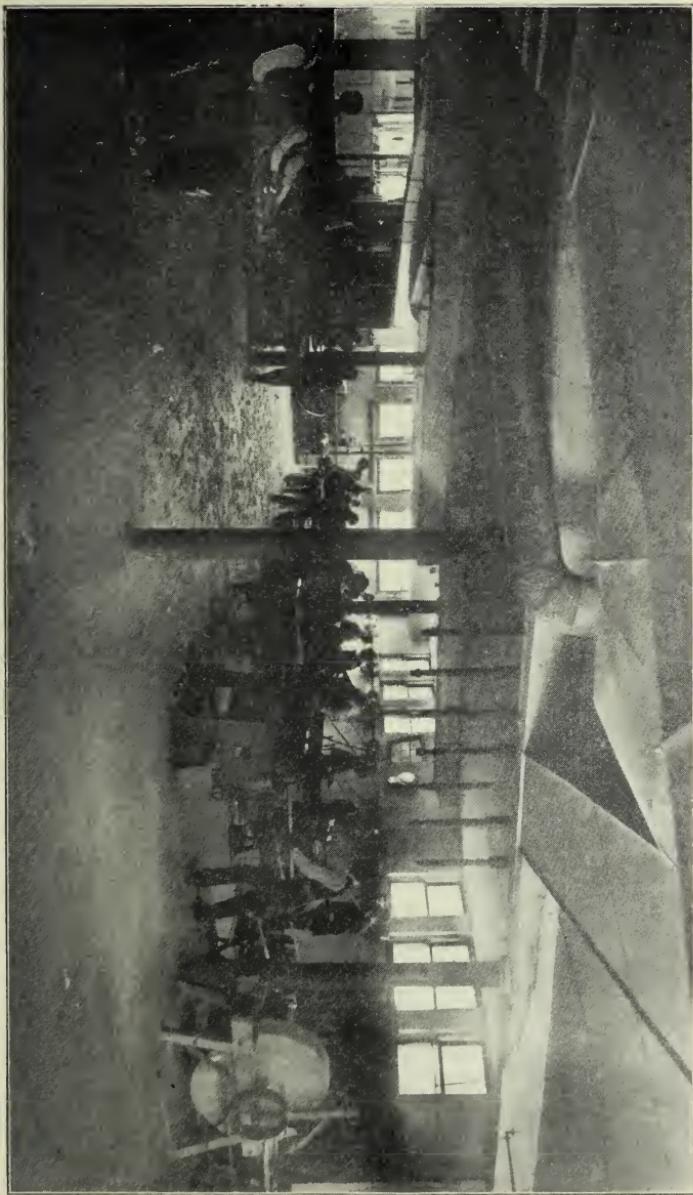
First Latin Book, Tuell and Fowler.....	\$1 00
General History, Myers.....	1 50
Essentials of Algebra, Wells.....	1 10
Physiology, Overton.....	80
Elements of Botany, Bergen.....	1 50
Bookkeeping—Advanced Course, Packard.....	1 25
Bookkeeping Blank Books.....	50
Business Practice Outfit.....	1 00
Note Book for Physiology and Botany Work.....	25
Author Books—English Classics, from 10c to.....	40
Note Book for Author Work.....	25

SECOND YEAR

Caesar, Kelsey.....	\$1 25
Complete Latin Grammar, Harkness.....	1 25
Cicero, Kelsey.....	1 25
English Composition, Scott and Denny.....	80
American Literature, Newcomer.....	1 00
General History, Myers.....	1 50
Essentials of Geometry, Wells.....	1 25
Advanced Arithmetic, Wentworth.....	1 00
High School Physics, Carhart and Chute.....	1 25
Physical Experiments—A Manual and Note Book.....	40
Shorthand Manual, Gregg.....	1 50
Progressive Exercises, Gregg Shorthand.....	50
Commercial Geography.....	
Author Books, English Classics, each from 10c to.....	40
Blank Book for Author Work.....	25

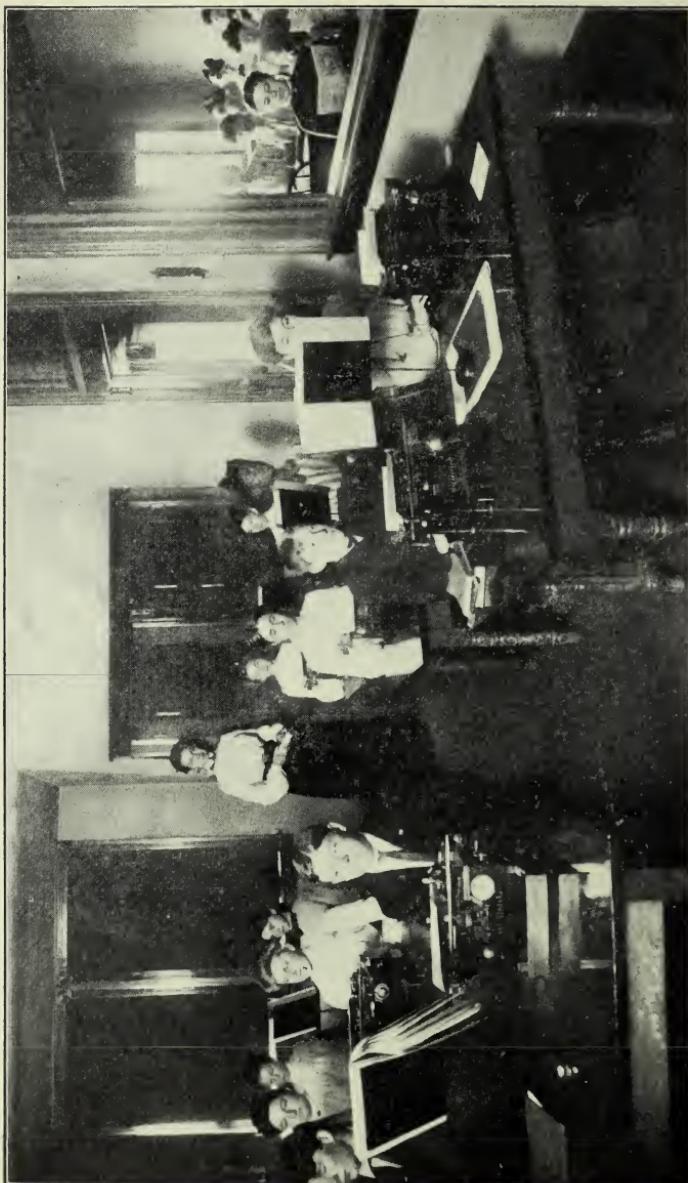
THIRD YEAR

Cicero, Kelsey.....	\$1 25
Virgil, Comstock.....	1 40
Composition Literature, Scott and Denny.....	1 00
English Literature, Simonds.....	1 25
English Composition, Scott and Denny.....	80
American Literature, Newcomer.....	1 00
United States History, McMaster.....	1 00
English History, Montgomery.....	1 12
Civil Government, Fiske.....	1 10
Political Economy, Laughlin.....	1 20
Treatise on Commercial Law, Powers.....	1 00
High School Physics, Carhart and Chute.....	1 25
Physical Experiments—A Manual and Note Book.....	40
Elements of Zoology, Davenport.....	1 10
Inorganic Chemistry, Remsen.....	1 20
Laboratory Manual of Chemistry, Bradbury.....	45
Reading and Writing Exercises, Gregg Shorthand.....	50
Author Books—English Classics, from 10c to.....	40
Note Book for Author Work.....	25



SECTION OF MANUAL TRAINING ROOM

STENOGRAPHY AND TYPEWRITING ROOMS



MANUAL TRAINING DEPARTMENT

The Manual Training Department of the High School had a spontaneous origin and was not created by any act of the Board of Education. In 1887 a few boys fixed up an old bench in the basement of the Churchill School, brought in some tools and began work. It has grown, year by year, under the fostering care of the Board until it is now quite a complete school in woodwork, and is a credit to the city. One hundred and twenty-five boys did work in this department last year.

The exercises required to be done each year by the pupils, in order to complete the course of work, are here given.

FIRST YEAR

Planing

1 Planing to dimension.	4 Irregular hexagonal prism.
2 Square prism.	5 Regular hexagonal prism.
3 Triangular prism.	6 Octagonal prism.

Sawing

7 Sawing to pencil line across grain.	8 Sawing and chiseling.
---------------------------------------	-------------------------

Boring

9 Boring across grain.	14 Boring through block with grain.
13 Boring across grain.	

Chiseling

15 Chamfered block.	17 Gouging.
16 Chamfered block, flat base.	

Turning

10 Cylinder.	21 Knife box.
11 Cones.	22 Match box.
12 Step cylinders.	23 Sawing (rip), planing (jointer), gluing, planing with smoother.
18 Cylinder and collars.	
19 Hollows.	
20 Round hollows.	26 Veneering, filling, varnishing, and polishing.
24 Mallet handle.	
25 Mallet head.	27 Towel rack.

SECOND YEAR

Joinery

1 Halved together at end.	11 Dovetail.
2 Halved together at middle.	14 Double mortise and tenon.
3 Halved together at an angle of sixty degrees.	15 Mitre box.
4 Dowel joint.	16 Mitred frame (hard wood).
5 Mortise and tenon (blind).	20 Dovetail through and half through.
6 Mortise and tenon (through).	21 Dovetail on end.
7 Mitre joint.	25 Drawer.
10 Truss joint.	

Turning

8 Beads.	19 Chisel handle (socket).
9 V Grooves.	22 Balusters.
12 Hollows cylinder and arbor.	23 Carving mallet.
13 Ovolos and cavettos.	24 Rolling pin (m'v'ble handles)
17 Beads, fillets and hollows.	26 Table leg.
18 Chisel handle (firmer).	27 Clamps.

THIRD YEAR

Turning

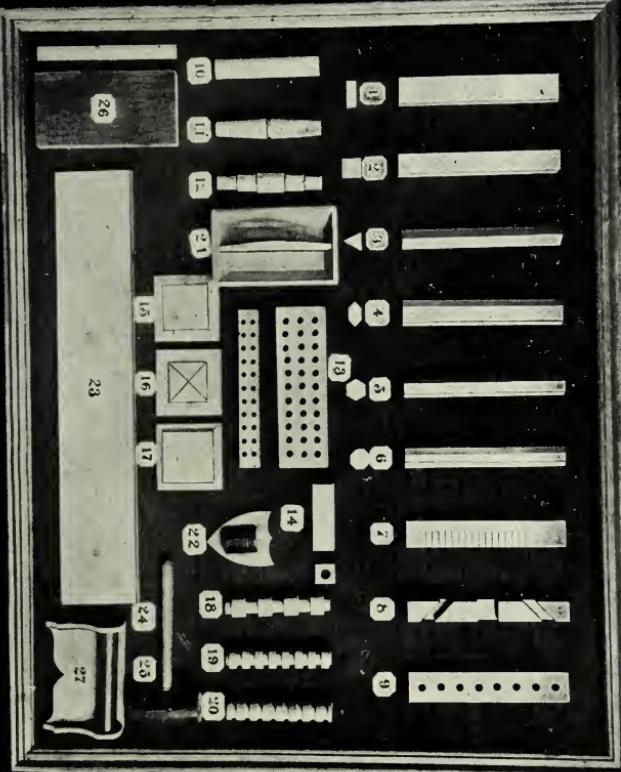
1 Dumb bell.	8 Ovoid.
2 Napkin rings.	9 Ellipsoid.
3 Barrel.	10 Vase form.
4 Round ring.	11 Hemisphere.
5 Octagonal ring.	18 Vase.
6 Cylinder.	19 Goblet.
7 Cone.	31 Indian club.

Pattern Making

12 Cylinder.	15 Collar.
13 Dumb bells.	16 Face plate.
14 Washing.	17 Pulley.

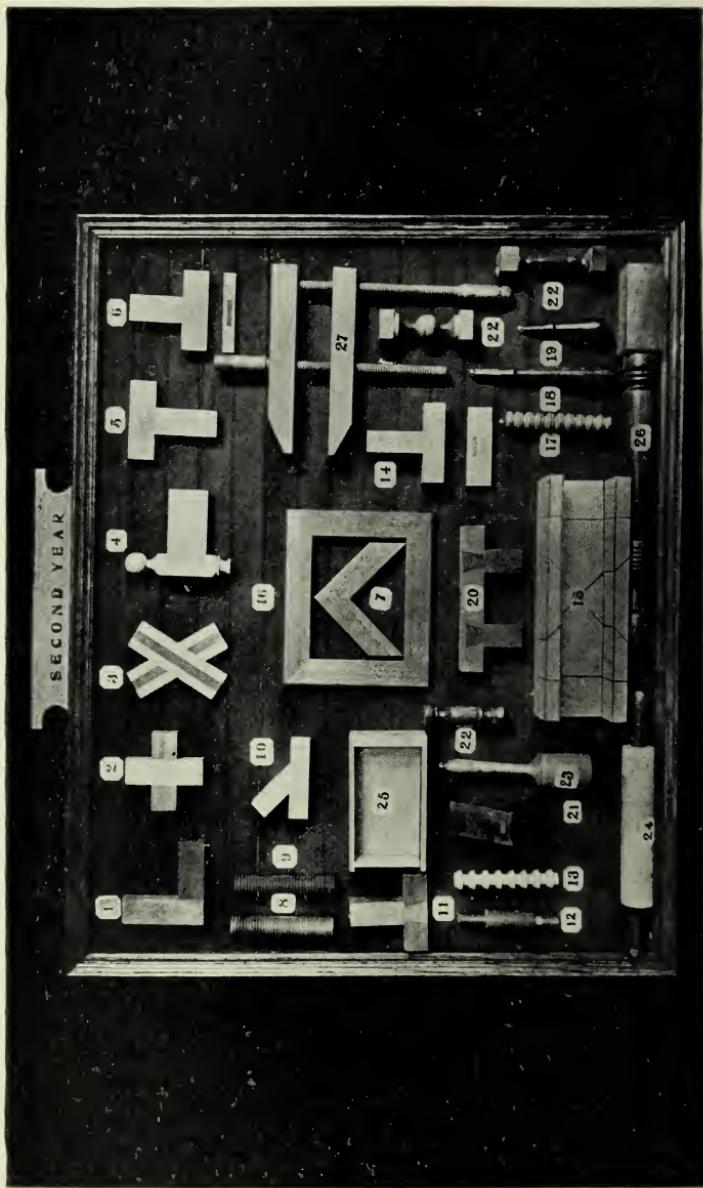
Carving

20 With the grain.	24	Angle blocks of different designs with different tools.
21 Across the grain.	25	
22 Combination of exercises 20 and 21.	26	
23 Combination of straight lines.	27	
	28	
	29	
	30	Scrolls.



FIRST YEAR.

MANUAL TRAINING—FIRST YEAR



MANUAL TRAINING—SECOND YEAR

After the exercises of each year are completed they are combined into some useful article of furniture, the boy furnishing the material and keeping the article made.

In this finished product he is taught to combine principles learned, to fill and bring out the grain of the wood, the use and the application of shellac and varnish; in short, all that is required to make a finished piece of work in wood. Such articles have been made as writing-desks, book-cases, hat-racks, side-boards, etc.

It requires much more knowledge, skill, patience and forethought to combine six to twenty joints in one piece than to make a simple joint. At the same time the boy is learning something of wood in these larger pieces that he cannot get in planing a piece six or twelve inches long. He must use good taste in arranging the different pieces of wood so as to bring out the grain and have them properly matched.

This work is all voluntary.

There are but few boys finishing the course of exercises who do not complete a finished piece. This "finished product" is the stimulus to the boy through the entire course.

An exhibition of this work is held annually at the close of the year when hundreds of citizens examine it. It seems to meet with the favor of all who see it.

A cut representing a specimen of this work for each year may be seen on another page.

TEACHERS' TRAINING SCHOOL

The Training School was opened in 1888. The action of the Board of Education in June, 1893, awarding diplomas to those completing the Course of Study in Theory and Practice, has had great influence in establishing the professional standing of the school.

The general plan that has been in operation during the past eleven years is as follows:

Practice.—The practice work of this department is of three kinds: (1) Teaching the first and second grade pupils of the Central Primary School, each teacher having charge of a school averaging twenty-four in number. (2) Filling all temporary vacancies caused by the absence of the regular teachers in the city schools. (3) Assisting in the different ward schools whenever overcrowding of pupils makes such help necessary. This assistance has usually been limited to the mornings of each day.

Theory.—Each week four meetings of the class are held for recitations, reports on educational reading, and discussions of the best methods of teaching. Much time is also given to object drawing.

COURSE OF STUDY

Fall Term

I. "Halleck's Psychology;" "Baldwin's School Management."

Required Reading: Selections from "Psychology in the School Room"—Dexter and Garlick; "Practical Lessons in Psychology"—Krohn; "Psychology in Education"—Roark.

II. *Primary Methods.*—Methods of teaching reading,

writing, numbers, and language in the first and second grade. Examination and discussion of the best primary text-books.

III. *Drawing*.—“Prang’s Manual of Form Study for First and Second Years.” Leaves, fruits, and vegetables in light and shade. Blackboard drawing and water colors.

Winter Term

I. “Page’s Theory and Practice of Teaching;” “Painter’s Educational History.”

Required Reading: Selections from “Barnes’ General History;” “Quick’s Educational Reformers;” “Life of Pestalozzi;” “Life of Froebel.”

II. *Methods*.—Methods of teaching reading, arithmetic, and language in the third and fourth grades.

III. *Drawing*.—Groups of models in outline and in light and shade. Drawing of objects and groups of objects based on type forms. Blackboard drawing and water colors.

Spring Term

I. “Page’s Theory and Practice of Teaching” (completed.)

II. *General Literature and Children’s Reading*.

Required Reading: “Use of Stories;” “Burt’s Literary Landmarks.”

III. *Methods*.—Methods of teaching reading, language, arithmetic, and geography in the advanced grades. Acquaintance with the text-books used in the grades of the Galesburg Schools.

IV. *Miscellaneous*.—Rules and regulations of the Galesburg Schools. Reports and records. Completion of note books and drawings and reports of general reading.

REQUIRED READING

“Jean Mitchell’s School”—Wray.
“The Heart of a Boy”—Edmondo de Amicis.
“Evolution of Dodd”—Wm. Hawley Smith.
“Reading, How to Teach It”—S. L. Arnold.
“A Study of Child Nature”—Elizabeth Harrison.
Selections from—
“The Story of a Child”—Pierre Loti.
“Quincy Methods”—Patrige.
“Waymarks for Teachers”—S. L. Arnold.
“Leonard and Gertrude”—Pestalozzi.
“The Plan Book”—Marian George.
“History of Pedagogy”—Compayre.
“How to Enjoy Pictures”—M. S. Emory.

**BOOKS USED IN THE GRADES, WITH DATE
OF ADOPTION AND PRICE**

Home and School First Reader	Adopted	July, 1898..	\$ 25
Progressive Second Reader.....	"	Nov., 1902..	30
Progressive Third Reader.....	"	Nov., 1902..	40
Progressive Fourth Reader.....	"	Nov., 1902..	50
Progressive Fifth Reader.	"	Nov., 1902..	60
Swinton's New Language Lessons....	"	previous to 1880..	40
Sheldon's Advanced L'ngu'ge Lessons	"	Aug., 1895..	65
Primer of Arithmetic.....	"	Dec., 1901..	25
Werner Arithmetic, Book I.	"	Dec., 1901..	40
Werner Arithmetic, Book II.....	"	Dec., 1901..	40
Werner Arithmetic, Book III.....	"	Dec., 1901..	40
Milne's Elements of Algebra.....	"	Jan., 1896..	60
Morton's Elementary Geography.....	"	Dec., 1901..	55
Morton's Advanced Geography.....	"	Dec., 1901..	1 20
United States History—Montgomery..	"	Aug., 1895..	1 10
Normal Music Course—			
First Reader.....	"	Aug., 1901..	32
Second Reader.....	"	Aug., 1901..	36
Cecilian, Book III.....	"	Aug., 1901..	60
Prang's Drawing, Nos. 1 to 5.....	"	June, 1891..	15
Prang's Drawing, No. 7.....	"	June, 1891..	29
Sheldon's Copy Books, Nos. 1 to 4.....	"	Aug., 1896..	6
Sheldon's Copy Books, Nos. 5 to 8.....	"	Aug., 1896..	8
Stowell's Primer of Health.....	"	Aug., 1898..	30
Stowell's Healthy Body.....	"	Aug., 1898..	50
Blaisdell's How We Live.....	"	Aug., 1898..	65

ANNUAL REPORT—1902-1903

TABLE I

Showing the number enrolled and the number withdrawn during the year.

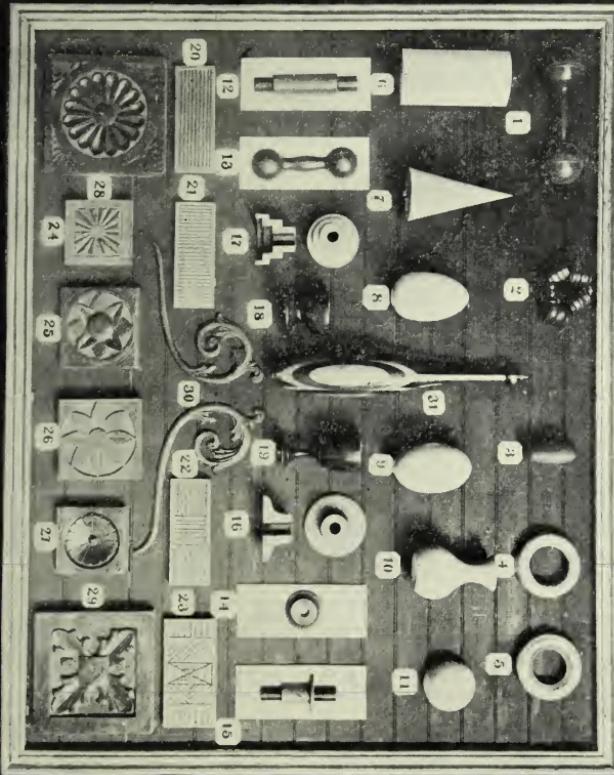
SCHOOLS	ENROLLED			WITHDRAWN		
	Boys	Girls	Both	Boys	Girls	Both
High School.....	228	311	539	48	49	87
Churchill.....	274	274	548	70	48	118
Hitchcock.....	206	214	420	23	23	46
Lincoln.....	236	253	489	27	28	55
Weston.....	323	343	666	87	73	160
Douglas.....	115	97	212	20	20	40
Cooke.....	94	84	178	17	15	32
Bateman.....	198	212	410	33	36	69
Central Primary.....	98	78	176	15	8	23
Total.....	1772	1866	3638	340	300	640

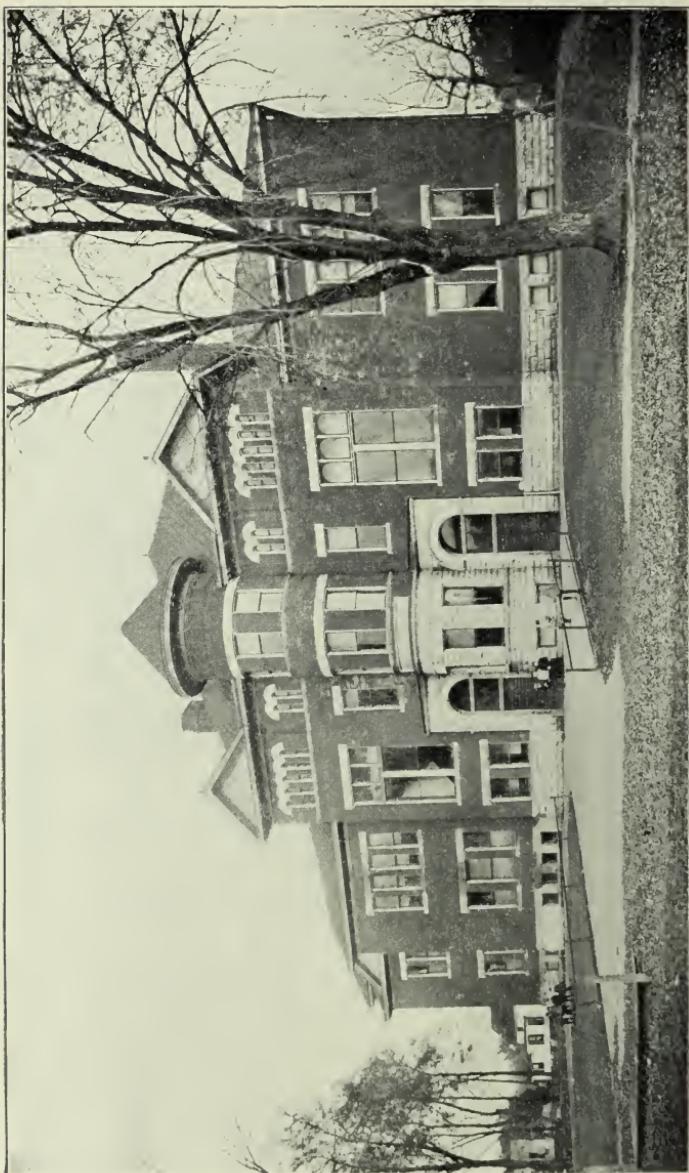
TABLE II

Showing the average enrollment, attendance, etc., in each school.

SCHOOLS	Average Enrollment	Average No. Belonging	Average Daily Attendance	Average Per Cent Attendance	Total Cases of Tardiness	Average Perfect Attendance
High School	498.2	475.1	473.5	98.9	243	267.5
Churchill.....	482.9	462.4	437.6	94.1	157	225.0
Hitchcock.....	392.3	379.3	365.6	96.3	50	224.1
Lincoln.....	440.3	423.0	404.8	95.6	55	230.7
Weston.....	576.3	542.7	511.0	94.2	207	249.0
Douglas.....	190.8	179.1	167.0	93.2	133	68.0
Cooke.....	139.1	133.1	127.5	93.9	17	88.1
Bateman.....	365.0	346.7	331.5	95.6	110	167.6
Central Primary.....	141.8	132.5	124.2	93.9	91	62.3
Total.....	3226.7	3073.9	2942.7	95.7	1063	1582.3

THIRD YEAR.





WESTON SCHOOL

TABLE III

Showing number of pupils withdrawn from schools during the year, with cause.

SCHOOLS	Left City	Work	Sick- ness	Private Schools	Un- known	Indif- ference	Death	Vaccin- ation	Sus- pended	Total
High School.....	10	41	9	5	6	14	...	...	2	87
Churchill.....	55	27	11	2	4	18	...	...	1	118
Hitchcock.....	24	10	11	...	...	1	...	...	...	46
Lincoln.....	17	19	14	...	2	2	...	...	1	55
Weston.....	55	28	27	5	5	14	1	23	2	160
Douglas.....	14	10	1	1	...	12	...	...	2	40
Cooke.....	19	4	2	3	1	2	1	...	...	32
Bateman.....	34	17	10	1	4	2	1	...	...	69
Central Primary.....	18	2	1	1	1	...	...	...	...	23
Total.....	246	158	86	18	23	65	3	23	8	640

TABLE IV

Showing number of pupils promoted from each grade, with age at time of promotion.

GRADES	6 Years	7 Years	8 Years	9 Years	10 Years	11 Years	12 Years	13 Years	14 Years	15 Years	16 Years	17 Years	18 Years	19 Years	20 Years	21 Years	Total
First.....	85	192	75	34	6	1	1	...	...	...	...	...	...	...	...	...	394
Second.....	58	147	77	32	7	1	2	1	1	1	...	...	...	...	...	...	326
Third.....	3	65	150	80	28	8	3	1	...	...	...	...	...	...	...	...	338
Fourth.....	1	54	140	103	44	18	6	3	...	1	...	...	...	1	...	...	370
Fifth.....	8	69	102	57	20	5	4	...	...	...	...	...	...	...	...	...	265
Sixth.....	2	17	53	101	63	25	9	1	...	...	...	...	...	...	...	...	271
Seventh.....	...	...	4	36	70	49	19	3	...	...	...	...	...	...	...	...	181
Eighth.....	...	...	...	...	9	43	75	48	21	3	...	...	...	...	...	...	199
Ninth.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tenth.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Eleventh.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total.....	85	253	288	325	344	298	257	219	162	83	26	3	1	...	...	...	2344

TABLE V

Showing the number of pupils completing grade, with time in grade.

Column I.—Number completing grade in one year.

Column II.—Number completing grade in less than one year.

Column III.—Number completing grade in more than one year.

GRADES	I	II	III	Total
First	152	79	163	394
Second.....	193	67	66	326
Third.....	245	67	26	338
Fourth.....	269	38	63	370
Fifth.....	204	25	36	265
Sixth.....	189	10	72	271
Seventh.....	106	21	54	181
Eighth.....	133	19	47	199
Total.....	1491	326	527	2344

One hundred and seven graduated.

TABLE VI

Showing number beginning first grade, by schools and terms.

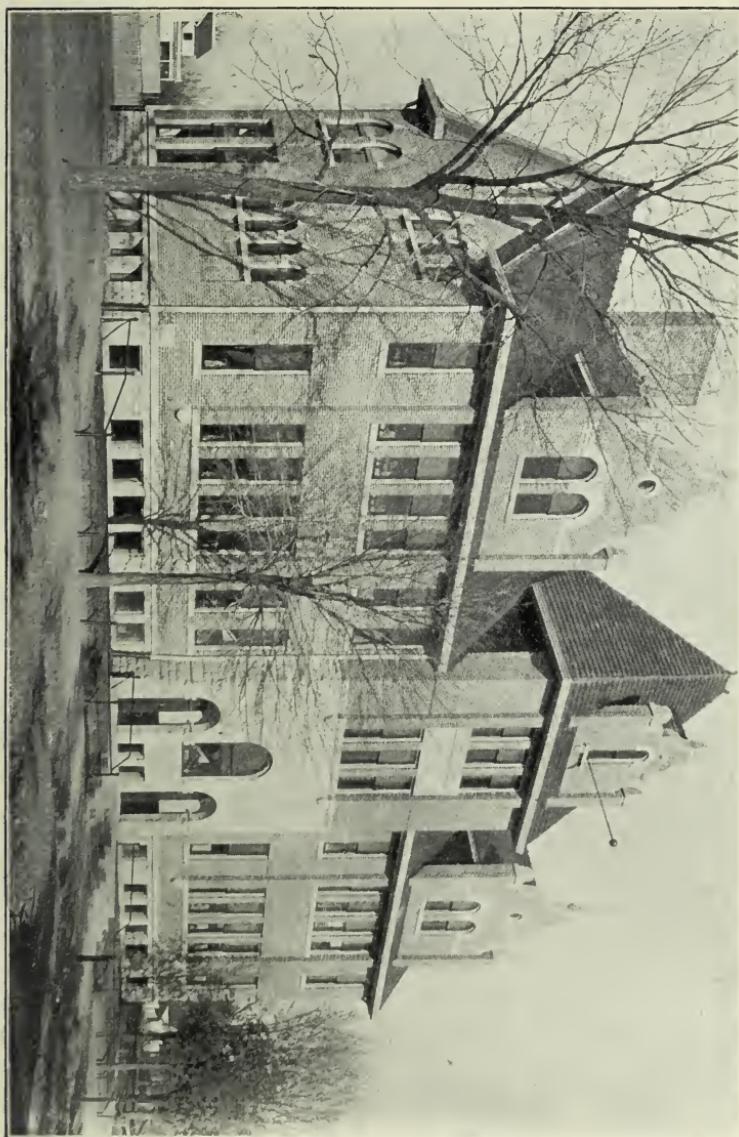
SCHOOLS	Fall	Winter	Spring	Total
Hitchcock.....	41	3	3	47
Lincoln.....	46	5	21	72
Weston.....	73	13	13	99
Douglas.....	22	.....	3	25
Cooke.....	37	2	3	42
Bateman.....	34	11	9	54
Central Primary.....	58	9	9	76
Total.....	311	43	61	415

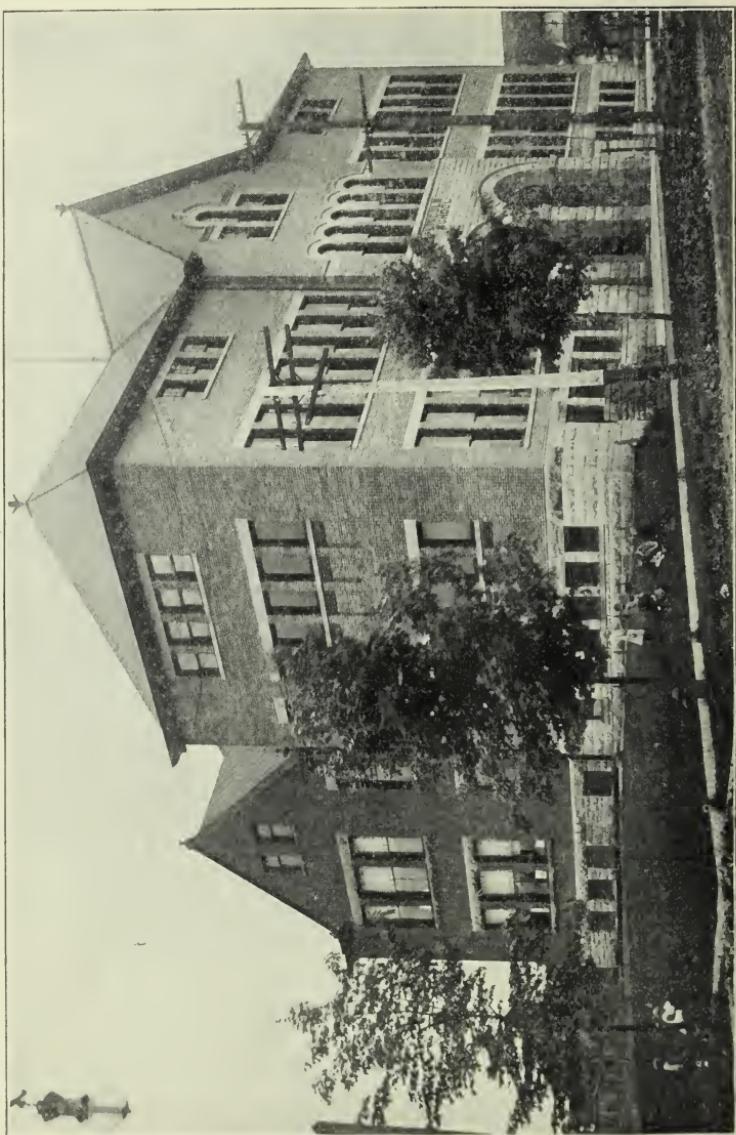
TABLE VII

Showing number of colored pupils by schools, and by grades.

GRADES	High School	Churchill	Hitchcock	Lincoln	Weston	Douglas	Cooke	Bateman	Central Primary	Total
First .....	.....	.....	.....	6	5	.....	7	.....	10	28
Second .....	.....	.....	.....	1	3	.....	6	.....	4	16
Third.....	.....	.....	.....	.....	6	.....	6	.....	.....	17
Fourth.....	.....	.....	.....	1	7	.....	1	1	.....	15
Fifth.....	.....	.....	.....	1	3	.....	6	.....	.....	14
Sixth.....	.....	4	.....	.....	1	.....	1	4	.....	8
Seventh.....	.....	3	.....	.....	8	.....	.....	2	.....	18
Eighth.....	4	.....	.....	.....	.....	.....	.....	1	.....	5
Ninth.....	4	.....	.....	.....	.....	.....	.....	.....	.....	4
Tenth.....	7	.....	.....	.....	.....	.....	.....	.....	.....	7
Eleventh.....	4	.....	.....	.....	.....	.....	.....	.....	.....	4
Total.....	15	30	.....	9	33	.....	27	8	14	136

BATEMAN SCHOOL





LINCOLN SCHOOL

OUTLINE OF COURSE OF STUDY

The following outline of studies pursued by the pupils of the Galesburg schools has been prepared with a view of making it intelligible to any patron who may wish to know what his child is doing each year in each subject, the regular course of study being, as is always the case, for the use of the teachers who have the text-books at hand to which they can refer. Such an outline has been suggested by the many statements and inquiries made by parents in regard to their children's progress and its object is to aid and encourage parents to take an active interest in the work of their children, and thus to secure their intelligent sympathy.

READING

This is the most important branch of study in the education of the child, for it is the key to all other studies.

In the first year of school the child is expected to complete the First Reader; in the second year, the Second Reader; in the third year, the Third Reader. The fourth and fifth years are given to the Fourth Reader. The Fifth Reader is used in the sixth and seventh years and a supplementary reader is read in the eighth year. Much supplementary reading is used in each grade.

When a pupil can read fluently and with proper expression, both the required and supplementary reading of his grade, give the meaning of all the words and spell those in ordinary use, name and tell the uses of the different marks of punctuation, and, in the more advanced grades, explain the geographical, biographical, and literary references in the selections read, he has attained the standard sought for promotion in reading.

ARITHMETIC

NOTE. This course of study in arithmetic was prepared especially for the Public Schools of Galesburg, Illinois, by Mr. Frank H. Hall, author of the Werner Arithmetics, to whom we feel greatly indebted for this valuable service.

First Half Year

I. Examine each pupil as to his number knowledge.
To do this:

- (1) Place before him 20 or 30 toothpicks, splints or crayons.
Then say, give me two; give me four; give me three, etc.
- (2) Put four crayons into the hands of the pupil. Then say, give me half your crayons. Do the same with six crayons; with one crayon; with three crayons, etc.
- (3) With crayons or toothpicks arranged in groups to correspond with each statement, say,
Two crayons and two crayons are
Three crayons and one crayon are.....
Three crayons and two crayons are.....
Etc., Etc.
- (4) Pupils who do well in the foregoing should be tested as to their imagining power with such incomplete statements as the following, the objects themselves not being present to the senses:
Two apples and two apples are.....
Three marbles and one marble are.....
Three oranges and two oranges are.....
Etc., Etc.
- (5) Make a careful record of the pupil's attainments with respect to number.

II. Beginning with each pupil *at the point of hesitation*, teach orally the number facts given on pages III, IV, V and VI, of Chapter I, of Hall's Arithmetic Primer. At first the work must be done mainly by means of individual instruction. Later, the children may be taught in groups, provided each group is made up of pupils of similar attainments; but frequent changes in the grouping will be necessary, and the teacher must never lose sight of the individual pupil—must never attempt to teach the class.

III. At the close of the half-year each pupil should be familiar with the following:

- (1) The first six primary facts of addition, namely, 1 and 1, 2 and 1, 2 and 2, 3 and 1, 3 and 2, 4 and 1.
- (2) Five multiplication facts, namely, 2 2's, 2 5's, 2 10's 3 10's, 4 10's.
- (3) Six partition facts, namely, $\frac{1}{2}$ of 4, $\frac{1}{2}$ of 10, $\frac{1}{2}$ of 20, $\frac{1}{2}$ of 40, $\frac{1}{2}$ of 3, $\frac{1}{2}$ of 5.

Second Half Year

I. Do the remainder of the work suggested in Chapter I. of the Arithmetic Primer.

II. Do the work suggested in Chapter II. of the Arithmetic Primer. The four topics in this chapter, "Administration," "Nature Study," "Construction Work," and "Reading," are *not to be presented consecutively*; but work should be selected from each according to the needs and the ability of the pupils. Indeed many of these applications of number knowledge may be used during the first half year of school, and it may be necessary to omit some of them until the second school year. *Only so much should be attempted as can be well done.*

III. At the close of the first school year, the minimum amount accomplished should include, in addition to the number facts given in the work for the first half-year, the following:

- (1) Six primary facts of addition, namely, 3 and 3, 4 and 2, 5 and 1, 4 and 4, 5 and 5, 6 and 6.
- (2) Six multiplication facts, namely, 2 3's, 2 4's, 2 6's 3 3's, 3 4's, 4 3's.
- (3) Five partition facts, namely, $\frac{1}{2}$ of 6, $\frac{1}{2}$ of 8, $\frac{1}{2}$ of 12, $\frac{1}{4}$ of 12, $\frac{3}{4}$ of 12.

NOTE.—The method of procedure in teaching the above facts must be that indicated in the Arithmetic Primer. Figures, if employed at all, must be used sparingly, and the facts presented, first by means of objects, then by the imaging of objects. After the clear perception of a primary number fact, it should be perfectly **memorized**.

Third Half Year

I. Teach orally the number facts and applications given in the Primer of Arithmetic, pages 1 to 40. Much of the work is a review of that done in Grade I.

II. About January 1st the Primer may be put into the hands of pupils for reviewing, *by means of printed symbols*, the facts and applications of number that have already been taught *by means of spoken symbols*.

III. At the close of this half year, each pupil should be familiar with the first 33 primary facts of addition and the corresponding subtraction facts. (See Book I., page 6.) He should know the 12 facts of multiplication given on page 41 of the Primer, and the partition facts and denominative number facts given on the same page.

Fourth Half Year

I. No new primary addition facts are introduced during this period, but great care must be taken that the pupil does not "lose his grip" upon the 33 already learned.

II. Pupils who master the first 40 pages of the Primer during the third half-year, will easily complete the book during the fourth half-year. The number facts should be taught orally and the books put into the hands of the pupils from time to time for reviewing that which they have already learned.

III. In this period (or in any period) only so much should be attempted as can be well done. The pupil who masters half the work given in the Primer will be much better prepared for Book I. than the pupil who "goes through" the entire book but does his work in an unsatisfactory manner.

IV. The work should be done mainly without slate or paper. After the pupil can add 46 and 12 or 49 and 12 "mentally," he may be allowed to use a pencil in doing it —*not before*.

V. At the close of the second school year, the minimum amount accomplished should include the following:

- (1) The first 33 primary facts of addition and the corresponding subtraction facts.
- (2) At least half of the 34 primary facts of multiplication (2 times 2 to 6 times 6) given in the Primer.
- (3) The adding "mentally" of 2, 3, 4, 10, 11, and 12, to any number less than 100, and the subtracting "mentally" of any one of the above numbers from any number greater than itself and not greater than 100.
- (4) The dividing (partition) as indicated in the following:
 $\frac{1}{2}$ of 5 inches, of 7 inches, of 46, of 65; $\frac{1}{3}$ of 6, of 9, of 12; $\frac{2}{3}$ of 6, of 9, of 12; $\frac{1}{4}$ of 12; $\frac{3}{4}$ of 12, etc.
- (5) The imaging of squares, oblongs, and cubes; shown by the ability to answer simple questions concerning these when the objects themselves are not present to the senses.
- (6) The writing of numbers from 1 to 150.

GRADE III

Observe that the work of this grade and of Grade IV, is an elaboration of the *primary spiral* suggested in the following:

$$6+2=8 \quad 6-2=4 \quad 6c \times 2=12c \quad 6c+2c=3 \quad 6c \div 2=3c$$

In Book I., this spiral appears five times on page 9, twice on page 10, five times on page 11, and more than one hundred fifty times in all. On page 23, common fractions are introduced into the spiral; on page 70, decimals. The entire book is built on and around this spiral.

FIRST MONTH.—Werner Book I., pages 9 to 24.

SECOND MONTH.—Werner Book I., pages 25 to 40.

THIRD MONTH.—Werner Book I., pages 41 to 56.

Observe that on page 41 three new number facts are introduced. Others appear at the tops of pages 47, 48, and 51. After these are clearly perceived they should be perfectly memorized.

FOURTH MONTH.—Werner Book I., pages 57 to 72.

Note the new number facts at the tops of pages 57, 61, 67, and 71. While these are being taught, take care that those already learned are not forgotten. Teach carefully and thoroughly the meaning of problems 4 and 5 on page 64. Teach the writing of tenths decimals; see page 70.

FIFTH MONTH.—Werner Book I., pages 73 to 88.

Teach the number facts given at the tops of the pages. Do not neglect the review given on page 82. See that the pupil knows the meaning of problems 5 and 6 on page 84.

SIXTH MONTH.—Werner Book I., pages 89 to 104.

Take care of the new number facts at the tops of the pages and of problems 5 and 6 on page 94. Review the problems at the bottom of page 90 as preparation for those at the bottom of page 100.

SEVENTH MONTH.—Werner Book I., pages 105 to 120.

For seat-work, require pupils to copy part of a page of the book, filling all the blanks; or give problems similar to those found at the bottom of pages 104, 108, 114, 118, or like those on pages 110 and 120.

EIGHTH MONTH.—Werner Book I., pages 121 to 136.

See that the primary multiplication facts are perfectly memorized; both those in the month's work and all that the pupil is supposed to have learned before.

NINTH MONTH.—Werner Book I., pages 137 to 153.

At the close of the third school year, the minimum amount accomplished should include the following:

- (1) The 45 primary facts of addition and the 81 corresponding subtraction facts. See Book I., pages 6 and 82, and "Arithmetic: How to Teach It," page 22.
- (2) The 64 primary facts of multiplication and the 128 corresponding facts of division. See Book I., page 152, and "Arithmetic; How to Teach It," pages 22 and 23.
- (3) All the denominate number facts that appear in Part II. of Book I.
- (4) Adding, subtracting, multiplying, dividing, ("measure-

ment") and dividing ("partition"); (1) with simple numbers, such as appear at the bottom of pages 124, 128, 134, 138, and 144; (2) with common fractions, such as appear at the tops of pages 126, 136, 146, and on pages 147, 148, 149, and 150; (3) with decimals (tenths) such as appear on pages 70, 80, 90, 100, 110, 120, 130, 140, and 153.

NOTE.—The teacher should insist from the first and until the last, upon accuracy in all figure manipulation. The pupil should solve every problem twice and, whenever practicable, in two ways, before submitting the answer to the teacher. To illustrate: If he is required to multiply 26 by 4, he should prove his work by finding the sum of 4 26's, or he may multiply 26 by 3 and add 26 to the product. Read pages 18, 19, 20, and 21 of "Arithmetic: How to Teach It."

GRADE IV

In Book I., compare pages 155 and 195; 156 and 196; 157 and 197, etc. Observe that the *primary spiral* continues to be the basis of the work and that one part of the book is usually a direct preparation for some other part of the book. If at any point pupils have serious difficulty, something has been omitted or passed over too lightly. Do not attempt to explain away the difficulty but find the cause of the weakness and allow the pupils to strengthen themselves by doing that which has been too hastily passed over. In many instances a review of some portions of Part II. will be necessary as preparation for certain pages of Part III.

FIRST MONTH.—Werner Book I., pages 155 to 166.

For seat-work pupils may copy certain pages, filling the blanks, or they may re-solve the problems on pages 100, 110, 120, 130, 140, and 153; or the teacher may provide problems similar to those found on page 153. Problems (a), (b), (c), etc., at the bottoms of pages 158, 159, 160, 161, 162, 163, 164, 165, and 166 are for seat-work.

SECOND MONTH.—Werner Book I., pages 167 to 178.

All the *letter* problems are for seat-work. Observe that the problems to which *numbers* are prefixed are, in

most instances, a direct preparation for other problems to which *letters* are prefixed. The *numbered* problems are for class-work.

THIRD MONTH.—Werner Book I., pages 179 to 190.

Observe the foot-notes and the suggestions to teachers at the tops of the pages. Seat-work, as directed for second month. Pupils should be able to solve problems on page 184 *without errors*.

FOURTH MONTH.—Werner Book I., pages 191 to 202.

Note that page 155 is the preparation for page 195; page 156 for 196, etc. If good work was done during the first month of this school year, the work of the fourth month will not be found too difficult.

FIFTH MONTH.—Werner Book I., pages 203 to 214.

“Make haste slowly.” Review if necessary. *Two problems are given in the work of this month that are too difficult for pupils at this stage of their progress.* See if pupils will discover them.

SIXTH MONTH.—Werner Book I., pages 215 to 226.

While doing the regular work for this month, frequently review the work in decimals.

SEVENTH MONTH.—Werner Book I., pages 227 to 238.

Continue the review of decimals.

EIGHTH MONTH.—Werner Book I., pages 239 to 250.

Note that “long division” problems now appear for the first time, except the preparatory work on page 238. During this and the following month an unusual amount of attention should be given to *figure processes*—work with the pencil in the so-called fundamental operations of adding, subtracting, multiplying, and dividing, with simple integral numbers.

NINTH MONTH.—Werner Book I., pages 251 to 256.

First, have pupils read these pages in class; then read

them at their seats. The main point is, not that these statements should be committed to memory, but that they should be understood. By use, the pupils have already become familiar with most of the terms employed and have learned most of the number facts given. Perhaps the pages may prove helpful to pupils in learning to express their own thoughts about the processes and relations of which arithmetic treats.

During the month much attention should be given, if necessary, to the fundamental operations with figures—particularly to “long division;” not *very* long either: about as long as the problems appearing at the bottom of page 250.

At the close of the fourth school year, pupils should be able:

- (1) To read and write all integral numbers that can be represented by four figures or less.
- (2) To add, subtract, multiply, and divide:
 - (a) Integral numbers represented by four figures or less, no divisor or multiplier being employed consisting of more than two figures.
 - (b) Common fractions, with no denominator larger than 20.
 - (c) Decimals—tenths and hundredths only.
 - (d) Denominate numbers similar to those found in Book I.
- (3) To use correctly, and understand when others use them, the following terms: Sum, minuend, subtrahend, difference, multiplicand, multiplier, product, dividend, divisor, quotient, fraction, numerator, denominator, improper fraction, proper fraction, area, perimeter, square, oblong, cube, triangle, pentagon, decimals, decimal point.
- (4) To solve easily and quickly problems like the following:

$\frac{2}{3}$ of 6 are.....	6 are (or is) $\frac{2}{3}$ of.....
$\frac{2}{3}$ of 3 are.....	3 are (or is) $\frac{2}{3}$ of.....
$\frac{2}{3}$ of 12 are.....	12 are (or is) $\frac{2}{3}$ of.....
$\frac{2}{3}$ of \$2.50 is (?)	\$2.50 is $\frac{2}{3}$ of.....

8 is what part of 12? etc., etc.

Do similar work with 1 third, 1 fourth, 3 fourths, 1 fifth, 2 fifths, 3 fifths, and 4 fifths. See Book I., page 17, bottom of pages 30 and 72, top of pages 232, etc.

GRADE V

FIRST MONTH.—Werner Book II., pages 11 to 26.

Read "Suggestions to Teachers," page 10. Read "The Foundation," page 5. Use Book I. in preparing for the work of Book II. whenever necessary. The main business of the teacher is to see that the pupil is prepared for a given page before he undertakes its mastery.

SECOND MONTH.—Werner Book II., pages 27 to 42.

If a page seems difficult, prepare for it by reviewing the 20th and 10th pages preceding it.

THIRD MONTH.—Werner Book II., pages 43 to 58.

If the *letter problems* do not furnish a sufficient amount of seat-work, give additional problems from the "Supplementary Seat-Work" in the Teachers' Hand-Book to the Werner Arithmetics.

FOURTH MONTH.—Werner Book II., pages 59 to 74.

FIFTH MONTH.—Werner Book II., pages 75 to 90.

SIXTH MONTH.—Werner Book II., pages 91 to 106.

Review as preparation for an advance lesson whenever this seems necessary. If page 103 seems difficult, review pages 83 and 93. Often ask pupils to *tell the meaning* in multiplication and division problems.

SEVENTH MONTH.—Werner Book II., pages 107 to 122.

If the percentage work gives trouble, review all the preceding percentage pages. If *any* page gives trouble, review, *review*, REVIEW.

EIGHTH MONTH.—Werner Book II., pages 123 to 138.

NINTH MONTH.—Werner Book II., pages 139 to 149.

At the close of the fifth school year, pupils should be able to do accurately work similar to that given in Part 1. of Werner Book II. under seven heads, namely:—Simple Numbers, Common Fractions, Decimal Fractions, Denominate Numbers, Measurements, Ratio and Proportion, and

Percentage. Pages 141 to 149 may be regarded as test pages. Pupils who can, without assistance, solve the problems on these pages accurately, will thus prove themselves masters of this part of Book II.

GRADE VI

FIRST MONTH.—Werner Book II., pages 151 to 166.

If more can be accomplished than what is here assigned, give additional problems from the "Supplementary Seat-Work" in the Teachers' Hand-Book to the Werner Arithmetics.

SECOND MONTH.—Werner Book II., pages 167 to 182.

THIRD MONTH.—Werner Book II., pages 183 to 198.

Before attempting page 194, review pages 164, 174, and 184. Note that pages 162, 163, 173, 183, give the preparation for 193, and 203. Take care that pupils know the meaning of problems on these pages before their solution is attempted.

FOURTH MONTH.—Werner Book II., pages 199 to 214.

FIFTH MONTH.—Werner Book II., pages 215 to 228.

The specific-gravity problems will not be found difficult, if pupils understand the meaning of the term. Read notes at bottom of page 214.

SIXTH MONTH.—Werner Book II., pages 229 to 242.

The "inverting of the divisor" appears for the first time on page 232. If the teacher desires further discussion of this popular *short cut* in division of fractions, see Book III., page 101.

SEVENTH MONTH.—Werner Book II., pages 243 to 256.

EIGHTH MONTH.—Werner Book II., pages 257 to 270.

NINTH MONTH.—Werner Book II., pages 271 to 288.

First have pupils *read* these pages *in class*. If they apprehend the statements therein given, they will at length comprehend them. *Do not ask pupils to memorize what*

they do not apprehend, or to express what they do not perceive.

During the ninth month attention may be given to accuracy in the more common figure processes. Use the "Supplementary Seat-Work" in the Hand-Book if necessary.

GRADE VII

FIRST MONTH.—Werner Book III., pages 11 to 30.

Pupils should read the first ten pages (11 to 20) in class, filling all the blanks. If necessary, supplement the second ten pages (21 to 30) with examples selected from pages 319 and 320.

NOTE.—In the later editions of Book III., 64 pages of "Supplementary Problems" are given. These are provided to give elasticity to the Course. The extent to which these shall be employed in practice must depend upon the needs of the pupils and the judgment of the teacher. They may be omitted altogether and taken in the high school as a review of the work in arithmetic.

THE AUTHOR.

SECOND MONTH.—Werner Book III., pages 31 to 50.

Supplement the work, if necessary, with examples selected from pages 321, 322, 323, 324, 325, and 326.

THIRD MONTH.—Werner Book III., pages 51 to 70.

If more examples seem necessary, select from pages 327, 328, 329, 330, and 331.

FOURTH MONTH.—Werner Book III., pages 71 to 90.

For additional problems, if desired, see pages 332, 333, and 334.

FIFTH MONTH.—Werner Book III., pages 91 to 110.

Other examples for practice and for tests may be found on pages 335, 336, and 337.

SIXTH MONTH.—Werner Book III., pages 111 to 124.

Additional work may be selected from pages 338 and 339.

SEVENTH MONTH.—Werner Book III., pages 125 to 138.

Test pupils with examples found on pages 340, 341, and 342.

EIGHTH MONTH.—Werner Book III., pages 139 to 150.

For test problems, see pages 343, 344, 345, 346, and 347.

NINTH MONTH.—Werner Book III., pages 151 to 161.

Additional examples for practice and for tests may be found on pages 348 and 349.

During the ninth month give special attention again to accuracy in the more common figure processes. Pages 319, 321, 325, 335, 336, etc., provide the necessary problems for such a drill. Or, better, get actual business problems from the farms, the warehouses, the lumber yards, the creameries, the banks and the stores, in which the parents of some of the pupils are interested. Help the pupils to discover that inaccurate figuring is of no value whatever.

GRADE VIII

FIRST MONTH.—Werner Book III., pages 151 to 170.

For tests and extra practice work for eighth year pupils, see "Supplementary Problems" found on pages 319 to 382 of Book III. Teachers should select from these pages such work as seems best adapted to the needs of classes or of individual pupils.

SECOND MONTH.—Werner Book III., pages 171 to 190.

THIRD MONTH.—Werner Book III., pages 191 to 210.

FOURTH MONTH.—Werner Book III., pages 211 to 230.

FIFTH MONTH.—Werner Book III., pages 231 to 250.

SIXTH MONTH.—Werner Book III., pages 251 to 270.

SEVENTH MONTH.—Werner Book III., pages 271 to 286.

EIGHTH MONTH.—Werner Book III., pages 287 to 302.

NINTH MONTH.—Werner Book III., pages 303 to 318.

NOTE.—The remaining 64 pages of Book III. may be mastered by the more ambitious pupils, during the eighth school year; or they may be in part or wholly omitted (except as they are used for tests) until the third high school year. THE AUTHOR.

LANGUAGE

Remarks.—The object of language teaching is to give the child correct forms for the expressions he is constantly using and to lead him to express his thoughts in an easy and connected manner.

Oral exercises should, as a rule, precede all written work. Careful instruction in composition should be given:

First, by class exercises in which the compositions are composed by the children and written on the board by the teacher.

Second, by a series of carefully prepared questions, the answers to which will form a connected story or description.

Third, by outlines which the children have helped to make.

Originality and variety of expression are the tests of good teaching. To aid the teacher in securing these results by making the work for each grade definite is the object of this outline with its references.

BOOKS OF REFERENCE

These books are furnished the teachers by the Board of Education. All references, if not otherwise indicated, are to Book I. of the series.

- (1) Two-Book Course in English—Hyde. D. C. Heath & Co.
- (2) Foundation Lessons in English.—Woodley. The Macmillan Co.
- (3) Metcalf's Elementary English.—Metcalf. American Book Co.
- (4) The Mother Tongue.—Arnold and Kittridge. Ginn & Co.
- (5) Language Lessons from Literature.—Cooley. Houghton, Mifflin & Co.
- (6) New Language Lessons.—Southworth. Benj. H. Sanborn & Co.
- (7) Language Through Nature, Literature and Art.—Perdue and Griswold. Rand, McNally & Co.

First Year**ORAL**

I. *Freedom and Confidence.*—To this end the work should consist of conversations about such familiar objects as will sufficiently interest the pupil to induce him to take an active part. At this time the pupil should be required to give his answers in complete sentences.

II. *Reproduction of Stories.*—The teacher should furnish the pupil with new material for thought and conversation by means of stories, encouraging him to tell what has been presented. These stories should be both real and imaginary and such as will create a taste for good literature. The following stories and fables will be found suitable, both for reading aloud and for reproduction: "The Three Bears," "Cinderella," "The Discontented Pine Tree," "The Story of Cedric," "The Dog and His Shadow," "The Wind and the Sun," "The Mouse and the Lion," "Story of Columbus," "Story of the Pilgrims," "Story of Washington," "Story of Lincoln." These stories, with many others, can be found in Baldwin's "Fairy Tale and Fable," McMurray's "Classic Stories," Harrison's "Story Land," and Wiggin's "Story Hour."

Poems suitable for memorizing in the primary grades can be found in "Lullaby Land," by Eugene Field; "A Child's Garden of Verses," by Robert Louis Stevenson; and "The Land of Song," a compilation of poems for children, published by Silver, Burdette & Co.

WRITTEN

- I. *Pupil's Name.*
- II. *Accurate Copying of Script and Print.*
- III. *Dictation of Short Sentences.*
- IV. *Sentences Suggested by Pictures.*

References: Hyde, pp. 13, 16, 17.

Woodley, pp. 21, 26.

Metcalf, pp. 7, 8, 9.

The Mother Tongue, pp. 14, 15, 16, 17.

V. *Capitals and Punctuation.*—The first four topics in written language should teach the following uses of capitals and punctuation marks in telling and asking sentences:

1 Capitals	(1) The first word of every sentence. (2) Names of persons and places. (3) The words I and O.
2 Punctuation...	(1) Period. (2) Question mark.

References: Hyde, pp. 1, 2, 3.

Woodley, pp. 16, 17.

Metcalf, pp. 5, 6, 7, 8.

The Mother Tongue, pp. 6, 7, 8, 9, 10.

Second Year

I. *Copying of Paragraphs and Stanzas.*

II. *Reproduction of Stories.*

References: Second Reader, pp. 42, 46, 49, 51, 68, 70, 79, 105, 150, 155.

Hyde, pp. 9, 22, 45, 60, 66, 69, 75, 89, 191.

Woodley, pp. 35, 42, 68, 70, 73.

Mother Tongue, pp. 28, 57, 74, 79, 83.

Southworth, pp. 6, 23, 119.

III. *Description of Pictures.*

References: Hyde, pp. 6, 14, 24, 32, 42, 54, 65.

Woodley, pp. 36, 56, 65.

IV. *Nature Study.*

References: Woodley, pp. 21, 25, 26, 46, 50.

Southworth, pp. 17, 22, 56, 57, 66, 67, 70, 74.

NOTE.—The written exercises in composition in this grade should consist largely of short compositions suited to the time and season; description of the month, its weather, products, sports, common flowers, fruits and vegetables, and especially of the holidays. An abundance of topics for both oral and written work can be found under the head of Nature Study in this outline.

V. *Combining Sentences.*

References: Woodley, pp. 37-40.

Maxwell, pp. 43, 48, 53, 59, 76, 78.

VI. *Capitals*.—The use of capitals extended to the days of the week, the months of the year, and the holidays.

References: Hyde, pp. 23, 25.
Woodley, p. 51.
Metcalf, pp. 19-20.
Mother Tongue, pp. 19, 50, 57.
Southworth, pp. 30, 140.

NOTE.—The use of the comma in a series of words having the same construction should here be taught.

VII. *Number and Form of Verbs*.—*Is* and *are*, *was* and *were*, *has* and *have*. *Go*, *see*, *do*.

References: Hyde, pp. 44, 46, 48, 50, 53, 54.
Woodley, pp. 74, 77, 126.
Metcalf, pp. 15, 16, 21, 80, 83.
Southworth, pp. 34, 52, 59, 70, 104, 107.

VIII. *Personal Pronouns*.—Pronouns used as subjects of verbs.

References: Hyde, p. 145.
Southworth, p. 99.

IX. *Apostrophe*.—The use of the apostrophe to denote omission of letters in a word.

References: Hyde, pp. 61, 62, 63.
Woodley, pp. 102, 187.
Metcalf, p. 89.
Mother Tongue, pp. 84, 85, 86.
Southworth, pp. 19, 46, 75.

X. *Adjectives*.—The articles *a*, *an* and *the*.

References: Hyde, pp. 117, 118, 119,
Mother Tongue, p. 217.
Language Lessons from Literature, pp. 64-65.

XI. *Choice of Words*.—Teach the pupils to avoid the use of *learn* for *teach*; *can* for *may* in asking questions; *lay* for *lie*; *set* for *sit*, and *them* for *these*.

References: Woodley, p. 159.
Southworth, pp. 127, 129, 132, 145.
Language Lessons from Literature, pp. 34-35, 188.

XII. *Homonyms*.—These are found in the Reader of this grade.

New, knew; blue, blue; no, know; our, hour; tail, tale; write, right; one, won; wood, would; cent, sent; great, grate; ate, eight; there, their; hole, whole; sun, son; here, hear; by, buy; rose, rows; dear, deer; steal, steel; meat, meet; piece, peace; to, two, too; see, sea; led, lead; road, rode; bow, bough.

Third Year

I. *Composition*.

(1) Copying and Dictation:

References: Hyde, pp. 28, 45, 58, 62, 69, 82, 196.
Metcalf, pp. 45, 46.
Mother Tongue, pp. 49, 90, 98, 112, 155, 135, 150, 187.

(2) Reproduction:

References: Third Reader, pp. 17, 40, 70, 77, 81, 85, 151, 163.
Hyde, pp. 22, 45, 60, 85, 191, 193.
Woodley, pp. 30, 61-64, 87-88.
Metcalf, pp. 14, 22, 26, 44, 54, 68.
Mother Tongue, pp. 31, 47, 57, 74, 161, 174.
Southworth, pp. 36, 39, 44, 64, 106.

(3) Invention: (A story suggested by a picture or outline.)

References: Hyde, pp. 32, 94.
Woodley, pp. 36, 103.
Metcalf, pp. 13, 17, 21, 43, 47.
Southworth, pp. 70, 76, 83.

(4) Description:

References: Hyde, pp. 32, 94, 155.
Woodley, pp. 29, 46, 82, 89, 96.
Metcalf, pp. 18, 32, 38, 39, 118.
Mother Tongue, p. 30.
Southworth, pp. 17, 25, 46, 61, 66.

(5) Letter Writing:

References: Hyde, pp. 37-42, 183.
Woodley, pp. 57-60.
Metcalf, pp. 92, 99, 106.
Mother Tongue, pp. 62, 69, 111, 113, 132, 180.
Southworth, pp. 40, 94, 110, 125, 155.

NOTE.—One exercise in each of the above forms of composition is required every month from each pupil.

II. *Combining Sentences.*

References: Woodley, pp. 37-40.

III. *Abbreviations.*—Titles, initials and dates.

References: Hyde, pp. 17, 26, 34, 35, 36.

Woodley, pp. 130-132.

Metcalf, pp. 9, 102, 103.

Mother Tongue, pp. 18, 68, 72.

Southworth, pp. 11, 14, 15, 33.

IV. *Forms of Verbs.*—Use of the irregular verbs *ring*, *sing*, *begin*, *bring*, *write*, *eat*, *tear*, *come*, *run*, *hear*, *take*.

References: Hyde, pp. 124, 126, 123.

Metcalf, p. 112.

Southworth, pp. 140, 142, 146, 151.

Language Lessons from Literature, pp. 46-47, 128, 188, 189, 191.

V. *Personal Pronouns.*

References: Hyde, p. 145.

Metcalf, pp. 80, 149.

Southworth, p. 99.

VI. *Apostrophe.*—The use of the apostrophe to denote possession without regard to number.

References: Hyde, pp. 100-103.

Woodley, pp. 153-155.

Metcalf, pp. 74-75.

Mother Tongue, pp. 123, 130, 275.

Southworth, pp. 24, 26, 79, 91.

VII. *Adjectives.*—Use of *this* and *that* and their plurals. Use of comparative and superlative forms.

References: Hyde, pp. 116, 117.

Metcalf, p. 66.

Southworth, p. 152.

VIII. *Quotations.*—The three forms of direct quotations are taught:

References: Hyde, pp. 56, 57, 190.

Woodley, pp. 70-73, 164-167.

Metcalf, pp. 109, 111, 144.

Mother Tongue, pp. 104, 138, 144, 201.

Southworth, pp. 37, 68, 87.

IX. *Homonyms*.—These are found in the Reader of this grade.

Made, maid; knows, nose; flower, flour; son, sun; see, sea; pair, pear; be, bee; ant, aunt; ate, eight; cents, sense; fair, fare; pail, pale; pane, pain; red, read; rode, road; not, knot; pray, prey; cent, sent, scent; four, fore; hare, hair; sail, sale.

Fourth Year

I. *Composition*.

(1) *Dictation*:

References: Hyde, pp. 79, 82, 98, 121, 148, 157, 204.
Language Lessons from Literature, pp. 7, 22, 32, 46, 57, 64, 90, 100, 104.

(2) *Reproduction*:

References: Fourth Reader.

Hyde, pp. 60, 75, 89, 109, 149, 191.
Woodley, pp. 68, 73, 85, 168, 180.
Metcalf, pp. 23, 26, 54, 68, 75, 83.
Mother Tongue, pp. 79, 83, 88, 89, 91, 111.
Southworth, pp. 6, 36, 60, 66, 153.
Language Lessons through Literature, pp. 13-14, 69-71, 106, 110, 115-118, 123-124, 155.
Language through Nature, pp. 24, 47, 58, 75-76, 120, 128-131, 153, 155-158.

(3) *Invention*: (A story suggested by a picture or outline).

References: Metcalf, pp. 24, 39, 43, 47, 57, 62, 70, 81.
Mother Tongue, pp. 207, 208, 272.
Southworth, pp. 9, 12, 17, 25, 49, 90.
Language through Literature, pp. 12, 90, 98.

(4) *Description*:

References: Hyde, pp. 113, 116, 127, 152.
Woodley, pp. 32, 37, 65, 88.
Metcalf, pp. 35, 50, 64, 73, 78, 87, 105.
Mother Tongue, pp. 30, 47, 61, 75, 93, 100, 103.
Southworth, pp. 20, 23, 57, 61, 97, 144.
Language Lessons through Literature, pp. 1-2, 26, 36, 72-74, 107-108.
Language through Nature, pp. 26, 30, 33, 37, 40, 41, 46, 48, 51, 52, 57, 61, 62, 64, 66, 70, 72, 79, 80, 81, 94, 97, 101, 102, 103.

(5) Letter Writing:

References: Hyde, pp. 37-42, 69, 172, 183, 189, 200.
Woodley, pp. 57-61, 79, 112, 132.
Metcalf, pp. 92, 95, 96, 99, 100, 102, 106.
Mother Tongue, pp. 58, 62-71, 75, 87, 90, 93.
Southworth, pp. 94, 110, 116, 126, 136.
Language through Literature, pp. 38-42, 45-46, 65-66.

II. *The Comma*.—Use of the comma in (a) case of address, (b) apposition, (c) quotation, (d) yes and no, and (e) a series of words.

References: Hyde, pp. 59, 68, 198, 57, 195.
Woodley, pp. 159-160, 37-40, 70-73, 124, 164-167.
Mother Tongue, pp. 134, 135, 104-109, 111, 138, 141, 201, 147.
Southworth, pp. 49, 37, 38, 87, 81-82.

III. *Relative Pronoun*.—The distinctive uses of *who*, *which* and *that*.

References: Hyde, pp. 76, 77, 174. Book Two pp. 66-78.
Southworth, p. 153.

IV. *Interrogative Pronouns*.—The use of *who* in asking questions.

References: Hyde, Book Two, pp. 78-81.
Southworth, pp. 166-167.

V. *Verbs*.—(a) Correct use of the verbs *sit* and *set*, *lie* and *lay*, *rise* and *raise*. (b) Correct forms of the verbs *draw*, *know*, *blow*, *throw*, *grow*, *buy*, *think*, *run*, *climb*.

References: Hyde, Book Two, pp. 153-154, 125-127.
Woodley, Book Two, pp. 40, 41, 42.
Southworth, pp. 127, 129, 130, 132, 133, 135, 110, 111, 139, 140, 142, 143, 146.
Language through Nature, pp. 128, 163, 189, 192, 193-194.

VI. *The Sentence*.—Every statement is made up of two parts. Separate these two parts by a short vertical line. Indicate the simple subject by a short horizontal line drawn under it, the simple predicate by two lines. The sentences should not be complex nor have their elements transposed. By slight changes suitable sentences can be obtained from the Reader.

References: Hyde, p. 72.
 Woodley, pp. 16, 45, 173.
 Mother Tongue, pp. 186, 189, 198.
 Southworth, pp. 157, 158, 159
 Language Lessons from Literature, pp. 3-7, 136

VII. *Choice of Words*.—The correct use of *think*, *guess* and *expect*; *stop* and *stay*; *love* and *like*. Avoid the use of *have got* and *has got* to denote possession; *don't* for *doesn't*; *had ought* for *ought*. Avoid the use of *ain't*.

References: Hyde, pp. 155, 156.
 Woodley, p. 179.
 Metcalf pp. 121, 163.
 Southworth, pp. 46, 47.
 Language Lessons through Literature, pp. 66-67.

VIII. *Homonyms*.—These are found in the Reader of this grade.

Some, sum; night, knight; I, eye; sight, site; red, read; bear, bare; rays, raise; sail, sale; fur, fir; course, coarse; bee, be; stair, stare; vane, vain; in, inn; rains, reins; bad, bade; the, thee; their, there; threw, through.

Fifth Year

Remarks.—Use, for the first, grammatical terms, and give the pupils a clear and concise definition of each after the point to be defined is comprehended by the class. People should be able, by the close of the year, to recognize the different parts of speech in sentences of simple construction.

I. *Composition*.

(1) Reproduction:

References: Hyde, pp. 3, 9, 30, 48, 51, 66, 91, 98, 120, 128.
 Woodley, pp. 35, 50, 73; 85, 120.
 Metcalf, pp. 67, 71, 72, 73, 82, 104, 113, 159.
 Mother Tongue, pp. 100, 108, 156, 168, 171, 230.
 Southworth, pp. 32, 119, 122, 124, 130, 134, 141, 151.
 Language Lessons through Literature, pp. 49-54, 69-71, 92-96.
 Language through Nature, pp. 88-89, 162, 170, 171-173, 180, 187, 190-191, 201-203, 207, 215, 222, 232.

(2) Invention: (A story suggested by a picture or outline.)

References: Hyde, pp. 43, 81, 95, 104, 136, 155.

Metcalf, pp. 10, 17, 21, 33, 36, 38, 42.

Mother Tongue, pp. 272, 281, 308.

Southworth, pp. 54, 109, 154.

Language Lessons through Literature, pp. 131, 139, 164, 172, 178.

(3) Description: Use of outlines. Comparison. Pictures in poems.

References: Hyde, pp. 133, 175, 181, 187, 197, 205, 206.

Woodley, pp. 36, 65, 89, 105, 110.

Metcalf, pp. 29, 37, 41, 43, 47, 49, 50.

Mother Tongue, pp. 47, 61, 89, 146, 216, 238, 290.

Southworth, pp. 67, 72, 98, 103, 107, 113, 102, 106, 116.

Language Lessons through Literature, pp. 2-4, 8-12, 18-21, 28-31, 57-58, 101-103, 137-138, 142-143, 145, 156-157.

Language through Nature, pp. 104, 110, 111, 115, 132, 133-134, 139, 140, 141, 142, 148, 149, 152, 159, 160, 161, 162, 176, 177, 179, 188, 197, 199, 200, 203, 207, 209, 210, 212, 213, 214, 217-220, 230, 20, 38, 51, 58, 92, 105-106, 117, 145-147, 167-169, 183-186, 194-195, 227-229.

(4) Letter Writing:

References: Hyde, pp. 37-41, 178, 183, 189, 190.

Woodley, pp. 57-61, 79, 112.

Metcalf, pp. 92-100, 106, 117, 120, 130.

Mother Tongue, pp. 244, 251-254.

Southworth, pp. 40, 41, 94, 125, 144.

Language Lessons through Literature, pp. 96, 179-180.

Language through Nature, pp. 18, 19.

II. *Plural of Nouns.*

Words ending in s, z, sh, ch, and x.

Words ending in f, or fe.

Words ending in y.

References: Hyde, pp. 87-89. Book Two, pp. 32-40.

Woodley, pp. 144, 145.

Metcalf, pp. 61, 63.

Mother Tongue, pp. 266-271.

Southworth, pp. 63, 86, 71, 72.

III. *Properties of Verbs.*

Principal Parts: Present, past, past participle.

Form: Regular and irregular.

Use: Transitive and intransitive.

Mode: Indicative.

Tense: Present, past and future.

References: Hyde, pp. 123-124, Book Two, pp. 123-127, 103-107, 109, 118-121.

Metcalf, pp. 112-113, 132, 145, 159, 164, 173.

Mother Tongue, pp. 282, 283, 287, 306.

Southworth, pp. 111, 140, 142, 143, 146, 151, 152, 178, 182-183.

IV. *The Comma.*—Use of the comma in inquiries, commands, series of words and phrases, and after *yes* and *no*.

References: Hyde, pp. 195-201, Book Two, pp. 315, 316.

Woodley, pp. 40, 121, 160.

Metcalf, p. 131.

Mother Tongue, pp. 134, 147, 237.

Southworth, pp. 81-82.

V. *The Sentence.*—Every statement is made up of two parts. Separate these two parts by a short vertical line. Indicate the simple subject by a short horizontal line drawn under it, the simple predicate by two lines. Adjective and adverbial modifiers should here be introduced. By slight changes, sentences suitable for analyzing can be obtained from the Reader.

References: Hyde, pp. 185-186, 176, 177, Book Two, pp. 3-8.

Metcalf, pp. 186-190.

Mother Tongue, pp. 180, 193, 289.

Southworth, pp. 157-160.

VI. *Cases of Nouns and Pronouns.*—The nominative case should include the subject of finite verbs and apposition; the possessive should exclude apposition; the objective should closely follow the governing word.

NOTE.—The subject and predicate of a sentence should always be pointed out by the pupil before he is asked to tell the parts of speech, case, or modifier.

References: Hyde, Book Two, pp. 45-51, 181-187.

Mother Tongue, pp. 187, 188, 289, 123-130.

VII. *Use of Auxiliary Verbs.*—Use of *shall* and *will*, *should* and *would*.

References: Hyde, Book Two, p. 131.

Sixth Year

I. *Composition.*

- (1) Letter-writing: Two business letters written each month.
- (2) Reproduction: Two reproductions each month.

II. *Grammatical Construction.*

NOTE.—A text book is used this year by the pupils, and the following topics are taken from it:

1. The simple sentence and its classification as to use.
2. Subject modified by an adjective, a possessive noun, a noun in apposition, and a phrase.
3. Predicate modified by an adverb, a phrase and an object.
4. Predicate noun and an adjective.
5. Nouns:—common and proper.
6. Pronouns:—personal, relative and interrogative.
7. Adjectives:—qualifying and limiting.
8. Verbs:—transitive and intransitive.
9. Adverbs:—simple and conjunctive.
10. Conjunctions:—co-ordinate and subordinate.
11. Modification of nouns and pronouns, of verbs, of adjectives, and adverbs.
12. Four of the common rules for forming the plural of nouns.
13. The rule for forming the possessive case.
14. Declension of personal, relative, and interrogative pronouns.
15. Comparison of adjectives and the use of the comparative and superlative degrees.

16. Conjugation of verbs in the different voices, modes and tenses, paying particular attention to how each is formed.

NOTE.—No definition is considered to be understood until the pupil can give a sentence of his own construction to illustrate it.

Seventh Year

I. *Composition.*

- (1) Letter Writing.
- (2) Reproduction.

NOTE.—An exercise is required in each of these forms of composition, twice a month.

II. *Syntax and Analysis.*—Under Syntax the work includes the rule for:

- (1) Subject of a verb.
- (2) Agreement of verbs.
- (3) Adjectives and participles.
- (4) Possessive case.
- (5) Noun in apposition.
- (6) Objective case.
- (7) Complement of a verb.
- (8) Adverbs.
- (9) Pronouns.
- (10) Absolute case.

NOTE.—No rule is considered learned until the pupil applies it to sentences of his own construction.

Under Analysis the work embraces:

- (1) Classification of sentences as to their form.
- (2) Analysis of the simple sentence with five rules for its punctuation.
- (3) Analysis of the complex sentence with its different kinds of clauses, and with four rules for its punctuation.
- (4) Analysis of the compound sentence, with two rules for its punctuation.

NOTE.—The pupil should be able to write readily any kind of a sentence.

Eighth Year

I. *Composition.*

- (1) Letter Writing.
- (2) Reproduction.

NOTE.—An exercise is required in each of these forms of composition, twice a month.

II. *Noun*.—All cases of the noun.

III. *Pronoun*.—Definition and declension of all pronouns.

IV. *Verb*.

- (1) Forms.
- (2) Uses.
- (3) Conjugation of the various forms.
- (4) Syntax.

V. *Sentences*.

- (1) Forms.
- (2) Uses.
- (3) Construction and analysis of each.

NOTE.—No definition or rule is considered learned until the pupil can state it in his own language and apply it to sentences of his own construction.

GEOGRAPHY

NOTE.—The following divisions were made by experienced teachers who have actually done the work. They are intended only to be suggestive to teachers, and possibly helpful to pupils who, for any reason, are absent for a part of the year.

Fourth Year

MORTON'S ELEMENTARY GEOGRAPHY

FIRST MONTH.—pp. 7-20.

1. Shape of the earth.
2. Day and night.
3. Continents and oceans.
4. Latitude and longitude.
5. Surface of the earth.
6. Clouds, winds and waters.

SECOND MONTH.—pp. 20-38.

1. How the land has changed its form.
2. The ocean.
3. Climate, zones and seasons.
4. Plants and animals.
5. Means of communication.

THIRD MONTH.—pp. 38-46.

North America.

FOURTH MONTH.—pp. 46-59.

1. United States as a whole.
2. New England States.
3. States of the Atlantic Slope

FIFTH MONTH.—pp. 59-69.

1. States of the Mississippi Valley.
2. The Plateau States.
3. States of the Pacific Slope.

SIXTH MONTH.—pp. 69-86.

1. Detached Possessions of the United States.
2. Other countries of North America.
3. South America.

SEVENTH MONTH.—pp. 86-104.

Europe.

EIGHTH MONTH.—pp. 104-114.

Asia.

NINTH MONTH.—pp. 114-126.

1. Africa.
2. Australia.
3. Islands of the Pacific.

NOTE 1.—The aim of this year's work is to give the pupils only general ideas of the subject.

NOTE 2.—The pupils should know the divisions of land and water, their general shape, and their relative position. To this end map sketching should be almost a daily exercise.

NOTE 3.—A pupil should be able to make a memory sketch of any continent in three to five minutes, and nothing should appear in the sketch which the pupil cannot, at least, name.

NOTE 4.—A book, such as a geographical reader furnished by the Board of Education, is to be read in class by the pupils, or to them, while they are studying each continent.

Fifth Year**MORTON'S ADVANCED GEOGRAPHY****FIRST MONTH.**—pp. 5-14.

1. Form and size of the earth.
2. Motions of the earth and their effects.
3. Latitude and longitude.
4. Surface of the earth and its natural divisions.

SECOND MONTH.—pp. 14-31.

1. Zones and seasons.
2. Ocean Currents.
3. Changes in the earth's surface.
4. Life—vegetable and animal.

THIRD MONTH.—pp. 31-43.

1. Races and occupations.
2. Development of cities.
3. Governments and religions.

FOURTH MONTH.—pp. 43-59.

1. North America.
2. United States as a whole.

FIFTH MONTH.—pp. 59-71.

1. The New England States.
2. States of the Atlantic Slope.

SIXTH MONTH.—pp. 71-79.

1. States of the Mississippi Valley—Northern Section.
2. Special Geography of Illinois.

SEVENTH MONTH.—pp. 79-88.

1. States of the Mississippi Valley—Southern Section.
2. The Plateau States.

EIGHTH MONTH.—pp. 88-95.

1. States of the Pacific Slope.
2. Detached Possessions of the United States.

NINTH MONTH.—pp. 95-100.

1. Dominion of Canada.
2. Danish America.

NOTE 1.—Pupils should be able to make rapidly memory sketches of any section studied, and nothing should appear in these sketches which the pupils cannot name.

NOTE 2.—Special attention should be given to the physical as well as to the descriptive and political geography. As far as possible some important fact should be associated with each place located.

NOTE 3.—A geographical reader, furnished by the Board of Education, is to be read in class while each country is being studied.

Sixth Year

MORTON'S ADVANCED GEOGRAPHY—COMPLETED

FIRST MONTH.—pp. 100-105.

Mexico, Central America, West Indies.

SECOND MONTH.—pp. 106-115.

South America.

THIRD MONTH.—pp. 116-122.

Europe as a whole.

FOURTH MONTH.—pp. 123-135.

Separate countries of Europe.

FIFTH MONTH.—pp. 138-149.

Asia.

SIXTH MONTH.—pp. 150-157.

Africa.

SEVENTH MONTH.—pp. 158-164.

Australia and Islands of the Pacific.

EIGHTH MONTH.—pp. 5-43.

Geographical facts and principles.

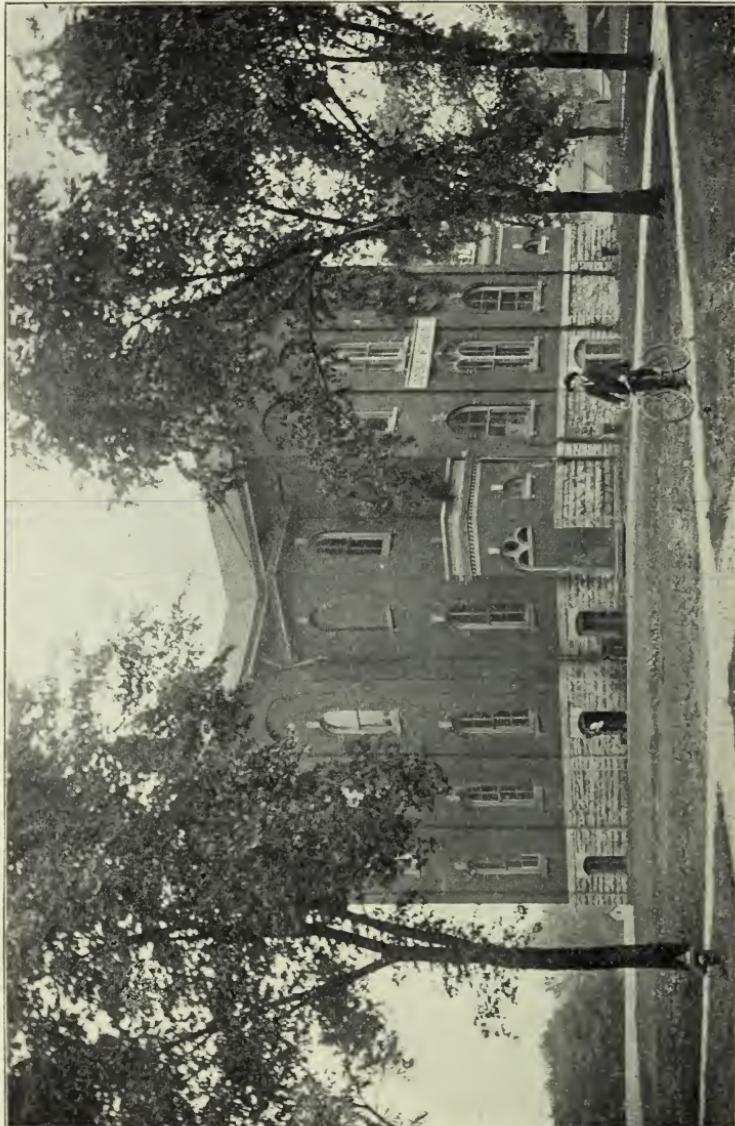
NINTH MONTH.—pp. 45-95.

North America and United States.

NOTE.—Pupils should not dispose of their geographies at the end of this grade, for the subject will be thoroughly reviewed the last half of the eighth year, and the books will then be needed. In addition to this, a large geography is equal in importance to the dictionary as a book of reference, and one should be in every home; Morton's Advanced Geography is especially well adapted for this use as there is in the back part of the book a complete set of reference maps.



HITCHCOCK SCHOOL



COOKE SCHOOL

HISTORY

NOTE.—The following divisions were made by experienced teachers who have actually done the work. They are intended only to be suggestive to teachers, and possibly helpful to pupils who, for any reason, are absent for a part of the year.

Seventh Year

MONTGOMERY'S AMERICAN HISTORY

FIRST MONTH.—pp. 1-24.

Discovery of America.

SECOND MONTH.—pp. 25-50.

Explorations.

THIRD MONTH.—pp. 51-67.

Virginia.

FOURTH MONTH.—pp. 77-96.

Massachusetts.

FIFTH MONTH.—pp. 67-76, 96-108.

New York, New Jersey, New Hampshire, Connecticut, and Maryland.

SIXTH MONTH.—pp. 108-126.

Rhode Island, Delaware, North and South Carolina, Pennsylvania, and Georgia.

SEVENTH MONTH.—pp. 127-151.

French and Indian War.

General State of the Country in 1763.

EIGHTH MONTH.—pp. 152-180.

Revolutionary War—To the Treaty with France.

NINTH MONTH.—pp. 180-195.

From the Treaty with France to Washington's Administration.

Eighth Year

MONTGOMERY'S AMERICAN HISTORY—COMPLETED

FIRST MONTH.—pp. 195-224.

Organization of the Government.

Foreign Relations.

War of 1812.

SECOND MONTH.—pp. 225-252.

Monroe Doctrine.

Extension of Slavery.

Tariff and Nullification.

THIRD MONTH.—pp. 253-276.

Emigration.

Inventions.

Mexican War.

Slavery Disputes.

FOURTH MONTH.—pp. 277-302.

Causes of the Civil War.

Civil War—to the close of 1861.

FIFTH MONTH.—pp. 303-334.

The Civil War—from 1861.

SIXTH MONTH.—pp. 355-356.

Period of Reconstruction.

SEVENTH MONTH.—pp. 356-382.

Industrial and Social Development.

EIGHTH MONTH.—pp. 383-402.

Spanish-American War.

Expansion.

NINTH MONTH.

Review.

SPELLING

It has been the custom during the past four years in the Galesburg Schools for the pupils of each grade to find for themselves the misspelled words in their written work. These words are placed on the blackboard where they remain for one week. At the end of the month each teacher selects from the list in her room ten words which she considers are most common to the grade. From these lists fifty words are chosen and given to all the rooms of the same grade as a Competitive Test in spelling.

This method brings to bear on the words which the children use and frequently misspell, the drill of the

spelling book, and the competition of the old-time spelling school.

In each grade a list of 900 words has been collected from these tests and printed in the form of a Folder. At the beginning of the school-year, each pupil is given one of these Folders to use as a spelling book.

PHYSIOLOGY

Physiology is taught the time required by the state law in each grade—usually during the winter term.

COURSE OF STUDY IN VOCAL MUSIC

(Prepared by Miss J. Glaze Strong.)

First and Second Years

Tune.—Present the Major Scale as a whole.

Teach tone relation by dictation from “Exercise Cards—First Series.”

Use scale ladder for dictation work.

Finish all exercises in two and four-part measure from “First Series of Charts” for first year’s work.

For second year’s work, review all that has been done, and in addition sing all exercises in chart that were not taken first year.

Complete “Card Exercises—Second Series.”

Time.—Develop sense of rhythm, using swinging pendulum or metronome.

Technique.

- (1) Unite Tune and Time.
- (2) Nomenclature: (a) Scale Names—1, 2, 3, etc. (b) Pitch Names—do, re, mi, etc.
- (3) Voice Training: (a) Require erect position. (b) Seek distinct articulation. (3) Seek in the lower tones of the voice the quality which comes naturally in the upper tones when the pupils sing softly.

Caution.—Avoid straining the voices. Soft singing will afford a constant safe-guard against this danger.

Aesthetics.—Seek intelligent, artistic expression, both in exercise and song.

Text Books and Materials.—Pitch Pipe, Pendulum, “Exercise Cards—First and Second Series, First Chart.” (Normal Music Course.)

Third Year

Tune.—Continue dictation work by the use of “Exercise Cards—Second Series.”

Finish all exercises in “First Reader,” Part 1.

Time.—Represent time by notes and rests and apply to staff.

Technique.—Speak of key and time signatures and the position of key notes.

Aesthetics.—Seek intelligent, artistic expression both in exercise and song. *Sing softly.*

Text Books and Materials.—Pitch Pipe, Pendulum, “Exercise Cards—Second Series,” First Reader. (Normal Music Course.)

Fourth Year

Tune.—Pursue more advanced interval work by finishing “First Reader,” Part 2.

Develop two voice work.

Time.—Review time problems.

Take up six-part measure.

Technique.—Teach more definitely key and time signatures.

Fifth Year

Tune.—Introduce chromatic tones.

Sing several exercises in each of the nine keys, both in one and two voice words.

Time.—Take up divided pulsations.

Technique.—Require erect position, distinct articulation and pure, soft head tones.

Aesthetics.—Seek intelligent, artistic expression, both in exercise and song. *Sing softly.*

Text Books and Materials.—Pitch Pipe, Pendulum.

“Second Reader,” Part 1. (Normal Music Course.)

Sixth Year

Tune.—Continue work in chromatic tones, using “Exercise Cards, Third Series.”

Finish “Second Reader,” Part 1.

Time.—Complete technicalities of time.

Aesthetics.—Call attention to tone color introduced by chromatics. *Sing softly*.

Technique.—Establish firmly a knowledge of the position of letters, signatures, notes, rests, etc.

Text Books and Materials.—Pitch Pipe, Pendulum.

“Exercise Cards—Third Series,” Second Reader, Part 1.

Seventh Year

Tune.—Present more difficult problems in chromatics.

Sing all exercises in Book III., except the alto and a few of the most difficult exercises.

Time.—Incidental drill on problems in time.

Technique.—There should, occasionally, be systematic review of all time problems.

Aesthetics.—Pupils should be carefully directed in bringing out the beauty of musical ideas. *Sing softly*.

Text Books and Materials.—Pitch Pipe.

“Exercise Cards, Third Series.”

Cecilian Series of Study and Song, Book III.

Eighth Year

Tune.—Present minor successions in “Exercise Cards, Third and Fourth Series.”

Complete Book III., using three-voice work.

Time.—Incidental drill on problems in time.

Technique.—Review voice culture as suggested in all former grades.

Aesthetics.—Pay especial attention to teaching the meaning of signs of expression.

Text Books and Materials.—Pitch Pipe.

“Exercise Cards, Third and Fourth Series.”
Cecilian Series of Study and Song, Book III.

DRAWING

(Prepared by Miss Jessie Buckner.)

“The greatest thing a human soul ever does in this world is to see something and tell what it saw in a plain way. Hundreds of people can talk for one who can think, but thousands can think for one who can see. To see clearly is poetry, prophecy and religion, all in one.”

John Ruskin.

First Year

Lesson Periods.—Fifteen to thirty minutes, daily.

Materials.—Water-color, colored crayons, charcoal.

The child's first drawing should be from nature, flowers, fruits, grasses and vegetables.

From Memory.—Little landscapes, trees, illustrative stories, some of their own experiences, nursery rhymes.

Color Study.—Red, orange, yellow, green, blue, violet. Blackboard drawing.

Picture Study.—Raphael's Madonnas, Legend connected with the Madonna of the Chair, the Sistine Madonna, the life and pictures of Rosa Bonheur.

Manual Training.—Paper folding, weaving, weaving rugs and baskets with yarn and raffia.

Second Year

Lesson Periods.—Fifteen to thirty minutes daily.

Materials.—Water-color, colored crayons, charcoal. Continue the nature work of the first year. Study plant life. Draw from the pose.

From Memory.—Landscapes and trees, illustrative drawing from the every day life, language work, and nursery rhymes.

Type Forms.—Cube, square, cylinder, hemisphere—blackboard drawing.

Color Study.—Teach tints and shades of red, orange, green, blue, violet.

Picture Study.—Legends of the Madonna. Raphael's Madonnas. Life and Pictures of Rosa Bonheur.

Manual Training.—Paper weaving, weaving rugs and hammocks, making baskets of raffia.

Third Year

Lesson Period.—Three thirty minute lessons each week.

Materials.—Water-color, ink and pencil.

Drawing from nature and from the pose throughout the year.

Follow the outlines and Prang Manual.

Illustrative drawing from memory and from the language work.

Color Study.—The six intermediate hues.

Picture Study.—The pictures and life of Van Dyke and Landseer.

Manual Training.—Card-board construction. Making rattan and raffia baskets.

Fourth Year

Lesson Periods.—Three thirty minute lessons each week.

Materials.—Water-color, ink and pencil. Follow the outlines and Prang Manual.

Drawing from nature, from the pose in action; memory and illustrative drawing from the language work; original designs for surface patterns and borders.

Color Study.—Review the six leading colors: red, orange, yellow, green, blue, violet; tints and shades and intermediate hues, seeking examples in nature.

Manual Training.—The construction of simple objects in card-board and other materials, rattan and raffia baskets.

Picture Study.—Life and pictures of Millet, Bonheur, Landseer, Jules Breton.

Fifth Year

Lesson Periods.—Three lessons of thirty minutes each week.

Materials.—Water-color, ink and pencil drawing. Follow the outlines and Prang Manual.

Drawing from nature and from the pose in various costumes. Study plant life; make careful drawings.

Illustrative drawing from the literature work.

Composition and designs for textiles, pottery and basketry.

Picture Study.—The life and pictures of Raphael, Millet, Winslow, Homer, Hunt.

Manual Training.—The construction of objects in card-board and other materials. Basketry.

Sixth Year

Lesson Periods.—Three lessons of thirty minutes each week.

Materials.—Water-color, ink and pencil. Follow the outlines and Prang Manual.

Drawing from nature and the pose in action. Careful, accurate study of plant life. Light and shade.

Composition and applied design for book covers, wall paper, textiles.

Illustrative and Memory Drawing.—Look for quotations from the poets bearing on the art work.

Picture Study.—Good examples of modern artists: Gibson, Lucy Fitch, Perkins, Arthur Dow, Wenzell, F. S. Church and other illustrators.

Manual Training.—Construction of objects in wood and other materials. Basketry.

Seventh Year

Lesson Periods.—Three lessons of thirty minutes, or two lessons of forty-five minutes each week.

Materials.—Water-color, ink and pencil.

Drawing from nature and from life. Follow the outlines and Prang Manual.

Make color scales. Study carefully the scales, arranging and spacing, light and shade.

Composition and designing book covers, booklets, illustrating poems, illuminating titles, lettering, special attention to pencil drawing.

Picture Study.—William Morris Hunt, John LaFarge, Abbott Thayer, Vedder and Turner,

Manual Training.—Construction of objects in wood and other material, pen holders and simple articles in bent iron, basketry.

Eighth Year

Lesson Periods.—Three thirty minute lessons, or two forty-five minute lessons each week.

Materials.—Pencil, ink and water-color.

Drawing from nature and from life, in line and light and shade.

Composition. Arranging and spacing. Designing stained glass windows, book covers, textiles, lettering. Color scheme for landscapes. Follow the outlines and Prang Manual.

Picture Study.—Raphael, Da Vinci, Corot, Sargent, Abbey, Maxfield Parrish, and other modern artists.

Manual Training.—Wood carving, making articles in bent iron, basketry.

“In true Art, the hand, the head and the heart of man go together. But Art is no recreation: it cannot be learned at spare moments, nor pursued when we have nothing better to do.”

John Ruskin.

NATURE STUDY

The events peculiar to each month are placed under this heading.

Calendar

In a calendar on the blackboard keep a record of each day as to (1) sunshine or clouds, (2) rain or snow, (3) temperature, and (4) direction of the wind. These are to be the observations of the pupils, and the calendar may be made an artistic representation of the characteristics of the month.

This work may be extended to include the monthly recurring phases of the moon; the changing position of the sun at morning, noon and night; the lengthening and shortening of the days and nights; and the varying lengths of shadows cast at noon.'

Literature.—For poems and stories suited to the first three grades, see the following books: Lovejoy's "Nature in Verse," Whittier's "Child Life," "The Plan Book," Poulsson's "In the Child World," Wiggin's "Story Hour," Wiltse's "Kindergarten Stories," Cooke's "Myths."

The standard poets abound in beautiful selections for these and the more advanced grades.

September

"The goldenrod is yellow;
The corn is turning brown;
The trees in apple orchards
With fruit are bending down."—H. H.

GENERAL THOUGHT FOR THE MONTH

Beauty of nature; earth and sky, flowers and fruits, trees and grasses, birds and butterflies.

Plant Life.—Color and names of familiar flowers and fruits. Names of trees daily seen by pupils. Specimens of grains collected and observed.

Animal Life.—Names of birds seen by children. Color, food, habits. Names of common insects. Homes, work, food, care of young, manner of moving about. Observation of caterpillars and collections of cocoons.

October

"O, suns, and skies, and clouds of June,
And flowers of June together,
Ye cannot rival for one hour
October's bright blue weather.

"When on the ground red apples lie
In piles like jewels shining,
And redder still on old stone walls,
Are leaves of woodbine twining."—H. H.

GENERAL THOUGHT FOR THE MONTH

Preparation for winter.

Plant Life.—Falling of nuts and leaves; collection of leaves; names, color, and use. Seeds and seed boxes; seeds used for food; how seeds travel.

Animal Life.—Migration of birds. Thickening of hair, feathers, wool, and fir. Cocoons.

November

“ November woods are bare and still,
November days are clear and bright.”—H. H.

GENERAL THOUGHTS FOR THE MONTH

“ When all wild things lie down to sleep.”

THANKSGIVING

“ Then lift up the head with a song,
And lift up the hand with a gift;
To the ancient Giver of old,
The spirit in gratitude lift.”

Plant Life.—Appearance of trees and plants. Protection of birds. Preservation of fruit, roots, and seeds for winter's use.

Animal Life.—Storehouses of animals. Hibernation.

Special Days.—Thanksgiving. The Pilgrims. The Historical Thanksgiving.

December

“ What does it mean when days are short?
When leaves are gone and brooks are dumb?
When fields are white with drifted snow?
These are the signs that winter has come.”

—Hathaway.

The winter landscape. Snow, snow crystals, frost, and ice; beauty and use. Read Whittier's “Snowbound.”

Plant Life.—The evergreen trees. Plants used for Christmas decorations.

Animal Life.—The fur bearing animals. Animal products used for clothing.

Special Days.—Christmas; its story, customs, and legends. Christmas in other lands. Christmas Literature.

January

“ Ring out the old, ring in the new,
 Ring, happy bells, across the snow.
 The year is going; let him go.
 Ring out the false, ring in the true.

The sun, moon, and stars. Heat and light. The Eskimo. Animals of cold countries. Kindness to Animals. Read “Black Beauty.”

Special Days.—New Year’s Day.

February

“ My country ’tis of thee,
 Sweet land of liberty,
 Of thee I sing;
 Land where my fathers died,
 Land of the pilgrim’s pride,
 From every mountain side,
 Let freedom ring!”

The month of great men’s birthdays.

Our Country.—Its extent. Illustrate by time required to travel from east to west; from north to south. Variety of climate and products. Fruits from California and Florida. Winter homes in warm parts of our country. Communication of one part with another; postoffice and letters.

Our Flag.—Its history; drawing and making. The eagle.

Special Days.—Birthdays of Washington and Lincoln, Longfellow and Lowell, Sherman, Edison, Dickens, St. Valentine.

March

“ In the snowing and the blowing,
 In the keen and cutting sleet,
 Little flowers begin their growing
 Underneath our feet.”

THE THOUGHTS FOR THE MONTH

Awakening of nature from the sleep of winter. The wind.

Plant Life.—Signs of spring; flowing of sap, swelling of buds, sprouting of grass, and generation of seeds.

Pussy willow, snowdrop, crocus, daffodil. The sugar maple.

Animal Life.—The robin, blue bird, and woodpecker.

April

“ All day the low-hung clouds have dropped
Their garnered fullness down;
All day that soft gray mist hath wrapped
Hill, valley, grove and town.

“ The very earth, the steamy air,
Is all with fragrance rife,
And grace and beauty everywhere
Are flushing into life.”—*Southern*.

Plant Life.—Observation of buds and unfolding of leaves, grass. Germination of seeds. The first flowers.

Animal Life.—Return of birds; habits, songs, and nests of birds seen by the children. Reappearance of insects.

Water.—How obtained and use. Fog, vapor, steam, clouds, rain, hail. The rainbow.

May

“ The robin and the blue bird piping loud,
Filled all the blossoming orchards with their glee.”
—*Longfellow's Birds of Killingworth*.

Plant Life. Flower; dandelion, spring beauty, buttercup, daisy. Blossoming of fruit trees; apple, peach, plum, pear.

Animal Life. Special study of birds during this month. Ants and bees. Tadpoles, frogs, and toads.

Special Days. Bird Day, Arbor Day.

“ The old stars set and the new ones rise,
The skies that were stormy grow bright and clear;
And so the beautiful, wonderful signs
Go round and round with the changing year.”

SUPPLEMENTARY READERS

NOTE.—These books are furnished for supplementary reading by the Board of Education, and one hundred dollars a year is appropriated for this purpose.

FIRST GRADE

The Finch Primer	Baldwin's First Reader
Child Life—A First Reader	The Arnold Primer
Cyr's Primer	The Holton Primer
Cyr's First Reader	First Days in School
The Sight Reader	The Morse First Reader
Taylor's First Reader	Step by Step
New Century First Reader	Thought Reader—Book One
Lights to Literature—Book One	First Days in School
Stepping Stones to Literature—	Sunbonnet Babies' Primer
First Book	Heath's Primer
New Normal First Reader	Heath's First Reader
Baldwin's Primer	Jones' First Reader

SECOND GRADE

Twilight Stories	Progressive First Reader
Around the World—First Book	First Steps in Reading
Stepping Stones to Literature—	New Century Second Reader
Second Reader	Hiawatha Primer
Cyr's Second Reader	The Story Reader
Cyr's Advanced First Reader	The Beginner's Reader—Book
Heart of Oak Book—Vol. I.	One.
Verse and Prose for Beginners	Eskimo Stories
Robinson Crusoe	Heath's Second Reader
Big People and Little People	Jones' Second Reader
Lights to Literature—Book Two	In Mythland

THIRD GRADE

Animal Life	Seed Babies
Stories of Great Americans	Lights to Literature—Book Two
Williams' Choice Literature—	Plant Life
Book One	Scudder's Book of Legends
Fairy Stories and Fables	Taylor's Second Reader
Old Greek Stories	Household Stories

FOURTH GRADE

Friends and Helpers	Among the Giants
Bird World	Lobo, Rag and Vixen
Ways of Wood Folk	Stories of American Life
Lights to Literature—Book Three	Old Stories of the East

FIFTH AND SIXTH GRADES

Short Stories from English History	Pioneers of the Revolution
The Story of Ulysses	First Book of Birds
Four American Patriots	Choice Literature—Intermediate, Book One
Four Great Americans	Choice Literature—Primary, Book Two
Bits of Bird Life	The Wide World
Glimpses of Europe	A Little Journey to Italy
Sketches of the Orient	Rab and His Friends
Life in the Sea	True Tales of Birds and Beasts
Old Ocean	Hans, the Eskimo
Lights to Literature—Book Four	Story of Cæsar
Our Country East	Story of Great Artists
Our Country West	

SEVENTH AND EIGHTH GRADES

The Young Citizen	Legend of Sleepy Hollow
Our Navy in Time of War	The Great Stone Face
Four Pioneers	Discovery of the Old Northwest
Side Lights on American History	Pioneers of the Mississippi
Our Feathered Friends	Krag and Johnny Bear
Squirrels and Other Fur Bearers	Camps and Firesides of the Revolution
The Vision of Sir Launfal	American Heroes and Heroism
Snow Bound	Romance of the Civil War

TEACHERS' LIBRARY

Organized in 1894; supported entirely by the teachers.

LIST OF BOOKS IN TEACHERS' LIBRARY

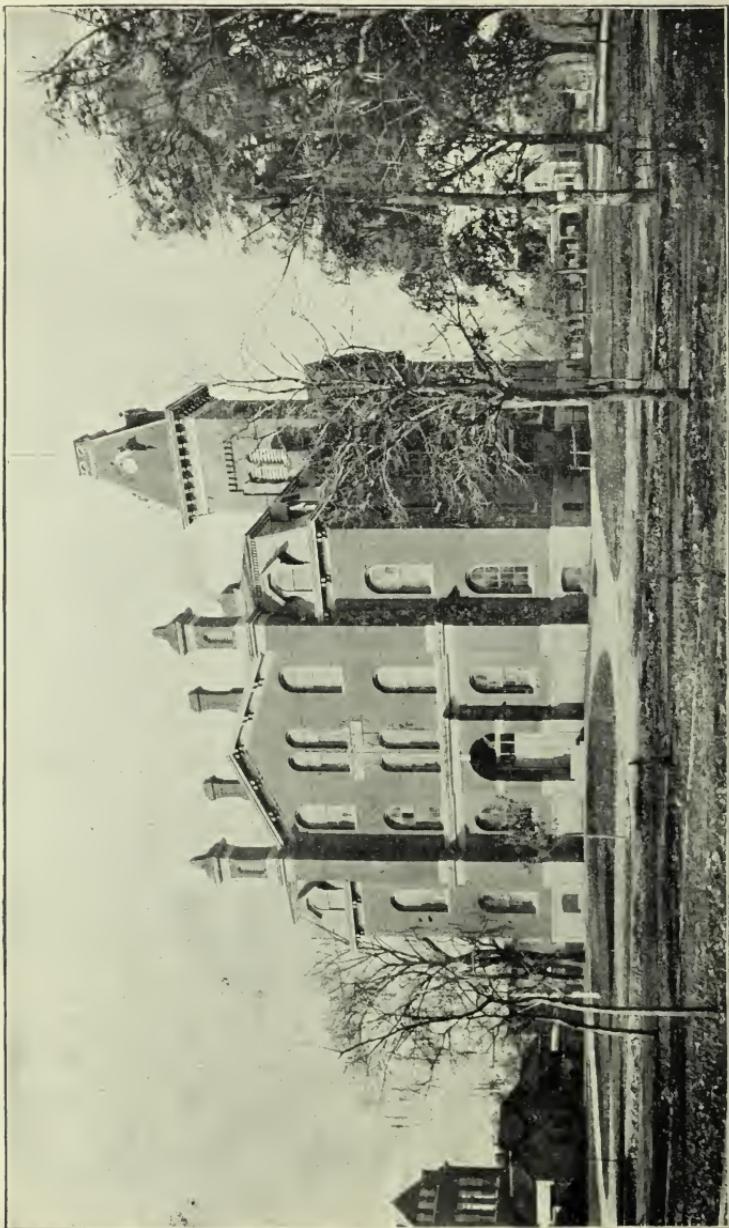
Barnard's Journal of Education, 1856-66.....	1-16	Rosmini's Method in Education—Grey.....	72
Illinois Teacher, 6 vol., 1857-69.....	17-22	Waymarks for Teachers—S. L. Arnold.....	73
Massachusetts Teacher, 1867.....	23	Applied Psychology—McLellan.....	74
Year Book of Education, 1878.....	24	A Manual of Pedagogics—Putnam.....	75
Lectures on Education—Mann.....	25	Arctic Alaska and Siberia—Aldrich.....	76
Saratoga Meeting of the N. E. A., 1892.....	26	The Earth and Man—Guyot.....	77
Kindergarten and Child Culture—Barnard.....	27	Science and Art of Education—Payne.....	78
Practical Lessons in Psychology—Krohn.....	28	Primary Manual Training—Cutler.....	79
School Management—White.....	29	King's Method in Geography.....	80
Life and Work of Pestalozzi—Krusi.....	30	Contributions to Science of Education—Payne.....	81
General Method—McMurry.....	31	Practical Work in Geography—McCormick.....	82
Special Method—McMurry.....	32	Child and Nature—Frye.....	83
The Evolution of Dodd—Smith.....	33	School Management—Tompkins.....	84
Essentials of Method—DeGarmo.....	34	Herbart and the Herbartians—DeGarmo.....	85
Elements of Psychology—Hewett.....	35	Primer of Psychology—Ladd.....	86
Pedagogics—Patrick.....	36	Philosophy of Teaching.....	87
Art of School Management—Baldwin.....	37	Methods and Aids in Geography—King.....	88
Text Book in Psychology—Herbart.....	38	A Bird's-eye View of the World.....	89
Practical Hints for Teachers—Howland.....	39	Geographical Spice.....	90
Emile—Rousseau.....	40	Methods in Geography—King.....	91
Education—Spencer.....	41	How to Study Geography—Parker.....	92
History of Education—Painter.....	42	Special Methods in Geography—McMurry.....	93
Principles of Education—Greenwood.....	43	Manual of Geography—Redway.....	94
Education of Man—Froebel.....	44	The Geographical Reader and Primer.....	95
European Schools—Klemm.....	45	Elementary Physical Geography—Tarr.....	96
The Child and Nature Study—Marenholtz.....	46	The Story of Our Continent—Shaler.....	97
Elements of Psychology—Hill.....	47	Hegel's Educational Ideas—Bryant.....	98
Hints on Child Training—Trumbull.....	48	Psychology, Vol. I.—James.....	99
A Study of Child Nature—Harrison.....	49	Psychology, Vol. II.—James.....	100
Talks on Teaching—Parker.....	50	First Book in Geology—Shaler.....	101
Studies in Pedagogy—Morgan.....	51	Principles of Education—Mac-Vicar.....	102
The Quincy Methods—Partridge.....	52	Outlines of Pedagogics—Rein.....	103
Talks on Pedagogics—Parker.....	53	Teaching the Language Arts—Hinsdale.....	104
Children's Rights—Wiggins.....	54	Studies in Education—Hinsdale.....	105
Art of School Management—Baldwin.....	55-57	School Interests and Duties—King.....	106
Practical Lessons in Psychology—Krohn.....	58-61	Courses and Methods—Prince.....	107
Pedagogical Pebbles—Patrick.....	62-67	Life and Works of Comenius—Laurie.....	108
Lectures to Kindergartners—Peabody.....	68	Memoirs of Ascham and Arnold—Carlisle.....	109
Radstock's Habit and Education—Hall.....	69	Roderick Hume—Bardeen.....	110
Early Training of Children—Malleson.....	70	Pioneer History Stories—McMurry.....	111
Levana and Autobiography—Richter.....	71	School Supervision—Payne.....	112
		Elements of Pedagogics—White.....	113

Psychology in Education—Roark.	114	The Complete Poetical Works of Longfellow.....	163
The First Year in School—Beebe.	115	The Complete Poetical Works of Whittier.....	164
Special Methods in Science—Mc- Murry.....	116	The Complete Poetical Works of Lowell.....	165
Special Methods in Reading—Mc- Murry.....	117	Poetical Works of Alice and Phoebe Cary.....	166
Special Methods in Literature and History.....	118	Wake Robin—John Burrows.....	167
Compayre's History of Pedagogy—Payne.....	119	A Bird Lover in the West—Olive Thorne Miller.....	168
Teaching the Language Arts—Hinsdale.....	120	Bird Ways—Olive Thorne Miller.. In Nesting Time—Olive Thorne Miller.....	169
School Management and Methods—Baldwin.....	121	How to Teach Reading—Todd	170
Geographical Readers, Fifth Book—King.....	122	Reading, How to Teach It—Arnold.....	171
Kindergarten Principles—Wiggins	123	Nature Study in Elementary Schools—Wilson	172
Educational Laws—Froebel.....	124	Nature Study in Elementary Schools, First Year—Wilson...	173
Education in the U. S.—Boone....	125	Nature Study in Elementary Schools, Second Year—Wilson	174
Education of the Greek People—Davidson.....	126	Lessons in Psychology—Gordy.....	175
The Psychology of Number—Mc- Lellan.....	127	Psychology and Psychic Culture—Halleck	176
Normal Instruction of Children—Adler.....	128	Elementary Psychology—Putnam	177
Practical Hints for Teachers—Howland.....	129	North America—Tarr and Mc- Murry.....	178
Teaching as a Business—Bardeen.	130	Page's Theory and Practice.....	179
Hand Book of Slojd—Salamon.....	131	Page's Theory and Practice.....	180
Early Training of Children—Malleson.....	132	Jesus as a Teacher—Hinsdale.....	181
A Hand Book of Simple Experiments—Stowell.....	133	Fitch's Lectures on Teaching.....	182
Walks and Talks—W. H. Smith..	134	Meaning of Education—Butler.....	183
In the Child World—Poulson	135	Gore's Hand-book to the Study of Geography.....	184
Froebel's Occupations—Wiggins.	136	How to Study and Teach History—Hinsdale	185
Froebel's Gifts—Wiggins.....	137	Hughes' Mistakes in Teaching	186
Kindergarten Principles and Practice—Wiggins	138	Bryant's Poems.....	187
Aristotle Greek Ideals—Davidson.	139	Citizen Bird—Wright and Coues..	188
Alcuin Christian Schools—West..	140	Psychology—John Dewey.....	189
Abelard—Compayre.....	141	Educational Reform—Eliot.....	190
Loyola—Hughes.....	142	How to Enjoy Pictures—Emery	191
The Arnolds—Fitch.....	143	Geographical Outlines and History—Miner	192
Lessons in Geography—Gillan	144	The Study of the Child—Taylor..	193
Psychologic Foundations of Education.....	145	Methods of Teaching Geography— Crocher.....	194
Child Stories from the Masters—Menefee.....	146	How to Teach Reading—Clarke..	195
The Educational Ideal—Muirroe..	147	Foundation Studies in Literature—Mooney	196
Lectures on Pedagogy—Compayre	148	Applied Geography—Keltie.....	197
Dorfpeid's Thought and Memory	149	Suggestions on Teaching Geography—McCormick.....	198
—Hall.	150	Special Method in Geography—McMurry.....	199
Studies in Historical Methods—Barnes.....	151	Special Method in Science—Mc- Murry	200
Day Dreams of a Schoolmaster—Thompson.....	152	How to Teach and Study Geography—Boyer and Wicks.....	201
Herbartian Psychology Applied to Education—Adams.....	153	The Plan Book, Autumn.....	202
Men and Manners of the Eighteenth Century—Hale.....	154	The Plan Book, Winter.....	203
Europe in the Nineteenth Century—Judson.....	155	The Plan Book, Spring.....	204
Twenty Centuries of English History—Joy	156	History of Education—Seeley..	205
Walks and Talks in the Geological Field—Winchell.....	157	Education in the United States, Vol. I.—Butler.....	206
From Chaucer to Tennyson—Beers	158	Education in the United States, Vol. II.—Butler.....	207
In Story Land—Harrison.....	159	Art of School Management—Baldwin	208
The Plan Book, Autumn—George.	160	The School and Society—Dewey ..	209
The Plan Book, Spring—George..	161	Studies in Education—Hinsdale..	210
The Plan Book, Winter—George..	162	Practical Essays—Bain	211
My Pedagogic Creed—Dewey.....			212

Common Sense in Education— Barnett	213	Comparative Geography—Ritter..	236
American Literature—Bates	214	Dickens as an Educator—Hughes	237
Elements of Pedagogy—White.....	215	Chips from a Teacher's Workshop	238
Pedagogy—Hewett	216	—Klemm.....	238
Commercial Geography—Adams..	217	Elementary Lessons in Physical	239
Elements of Physical Geography —Davis.....	218	Geography—Geike	239
International Geography—Mill....	219	Educational Reformers—Quick...	240
Art of Study—Hinsdale.....	220	Horace Mann—Hinsdale.	241
Teaching Latin and Greek—Bennet and Bristol.....	221	The Plan Book, Winter, Inter- mediate—George.....	242
Teaching History and Civics— Bourne.....	222	The Plan Book, Autumn, Inter- mediate—George.....	243
Teaching Chemistry and Physics —Smith and Hale.....	223	The Plan Book, Spring, Inter- mediate—George	244
Methods of Teaching—Swett	224	The Teaching of History and Civics—Bourne	245
Galesburg, 1901—School Pupils....	225	Jean Mitchell's School—Wray	246
Manual Training, Exercises I.— Hewitt	226	A Broader Elementary Education —Gordy.....	247
Manual Training, Exercises II.— Hewitt	227	Education and the Larger Life— Henderson	248
Great American Educators—Win- ship	228	Education of the General Nervous System—Halleck	249
Home and School Sewing—Patton	229	Education and the Higher Life— Spalding.....	250
The Story of a Child—Loti	230	Educational Aims and Education- al Value—Hanus ..	251
Nature Study and Life—Hodge ..	231	The Place of Industries in Ele- mentary Education—Dopp	252
Method in History—Mace.....	232	A New School Management— Seeley	253
The Art of Teaching—White.....	233		
Talks to Teachers on Psychology —James	234		
The Geological Story—Dana.....	235		

DOUGLAS SCHOOL





CHURCHILL SCHOOL

RULES AND REGULATIONS

ORGANIZATION

SECTION 1. The members of the Board of Education shall meet and organize on the second Monday in June of each year, and the President shall appoint the following standing committees, each to consist of three members:

1. School Buildings and Grounds.
2. Text Books, Rules and Regulations, Furniture and Supplies.
3. Auditing.
4. Teachers.

The Superintendent of Schools shall be *ex-officio* a member of each committee.

RULES OF ORDER

SECTION 1. A majority of the members of the Board shall constitute a quorum.

SEC. 2. The President shall preserve order and decide all questions of order subject to an appeal to the Board. In the absence of the President, a member of the Board shall be elected President *pro tem.*

SEC. 3. No member shall entertain any private conversation while another member is speaking.

SEC. 4. All resolutions shall be submitted in writing at the request of the President or any member.

SEC. 5. Every member present shall vote on all questions which have been seconded and stated by the chair, unless excused by the Board or directly interested in the question.

SEC. 6. The vote on any question shall be taken by *yeas* and *nays* when any member shall call for them, in which case the vote shall be recorded.

SEC. 7. When a question is before the Board, no motion shall be received, except to adjourn, to lay on the table, to close the debate, to refer, to postpone to a certain time, or to amend; and the motion shall take precedence in the order above named; the first, second, and third shall be decided without debate, and second and third by a two-thirds vote. Any member may call for a division of the question when the sense will admit of it.

SEC. 8. No more than two amendments shall be entertained at the

same time to a proposition—that is, an amendment, and an amendment to an amendment—and the question shall be taken on the last amendment

SEC. 9. In all cases where a motion or resolution shall be entered on the minutes of the Board, the name of the member moving the same shall be entered.

SEC. 10. All committees shall be appointed by the chair unless specially directed otherwise by the Board.

*SEC. 11. All unpaid bills against the Board of Education must be found on file at the office of the Superintendent of Schools on the Saturday next preceding any regular meeting of the Board, and all parties who have contracted or ordered the same are required to call at his office during that day and pass upon the correctness of said bills, preparatory to submitting them to the Auditing Committee of the Board for payment. Also that supplies shall be bought only by the order of some member of the Board, or by the Superintendent of Schools.

SEC. 12. Roberts' Rules of Order shall govern the Board in all cases not otherwise provided for by these rules.

GENERAL REGULATIONS

SECTION 1. The Board shall hold regular meetings on the second Monday of each month and such special meetings, from time to time as occasion may require, to be convened on the call, in writing, of the President or any two members of the Board.

SEC. 2. When special meetings are called, the nature of the business to be transacted shall be stated in the call and notice for said meeting, and no other business shall be transacted at said meeting, except by the unanimous consent of the members present.

SEC. 3. The time for the regular meetings shall be at 7 p. m. from October 1st to April 1st, and at 7:30 p. m. from April 1st to October 1st.

SEC. 4. The order of business shall be:

1. Reading the Record of the last regular and any intervening special meetings.
2. Reports of Standing Committees in their order.
3. Communications to the Board.
4. Reports and suggestions by the Superintendent.
5. Miscellaneous and unfinished business.

SEC. 5. The Superintendent of Schools shall be appointed at the regular meeting in June of each year.

SEC. 6. The teachers shall be appointed and their salaries fixed annually, in the month of June, so far as practicable.

SEC. 7. No appointment of Superintendent or teacher shall be for a term exceeding one year, and the Board reserves the right to discharge the Superintendent or any teacher, for cause.

*Adopted, June 9, 1902.

SEC. 8. The janitors shall be appointed and their wages fixed, annually, not later than the regular meeting in August. The janitor for each building shall be named by the Director living in that district, subject to the approval of the Board; and such Director may suspend such janitor for cause, and shall report such suspension to the Board for its approval.

SEC. 9. The salaries or pay of teachers, officers, and other employes shall not be increased or diminished during the time for which the appointments are made, and such salaries shall be allowed monthly by the Auditing Committee upon the certificate of the Superintendent of Schools that the services have been rendered.

SEC. 10. No other bill shall be paid until approved by the Auditing Committee and allowed by the Board.

SEC. 11. Each Director shall constitute a local committee for the Ward in which he resides.

SEC. 12. The school year shall consist of nine months of four weeks each and shall be divided into three terms as follows:

The first term shall begin on the first Monday in September, and continue sixteen weeks.

The second term shall begin on the first Monday in January, and continue twelve weeks.

After one week's vacation, the third term shall begin and continue eight weeks.

SEC. 13. The morning session shall commence at eight o'clock and forty-five minutes, and close at twelve. The afternoon session shall commence at one o'clock and thirty minutes, and close at four; provided that all pupils who are charged with no delinquencies may be dismissed at half past three. The Friday afternoon session may be shortened half an hour for teachers' meetings.

SEC. 14. The schools shall be closed on all National and State holidays. When any of these holidays fall on Thursday, the school shall be closed for the remainder of the week. No school shall be dismissed on any other day except by special permission of the Board.

SEC. 15. Any regulation may be suspended by a vote of two-thirds of the members present.

SEC. 16. No amendment shall be made to these regulations unless proposed at a regular meeting and laid over for one month before being considered.

DUTIES OF THE SUPERINTENDENT

SECTION 1. It shall be the duty of the Superintendent to acquaint himself with whatever principles or facts that may concern the interests

of education, and with all matters in any way pertaining to the organization, discipline and instruction of public schools, to the end that all the children of this city who are instructed in the public schools may obtain the best education which these schools can impart.

SEC. 2. He shall visit all the schools as often as his duties will permit, and shall pay particular attention to the classification of the pupils, and shall see that the regulations of the Board are faithfully carried out.

SEC. 3. He shall attend all the meetings of the Board and shall keep the Board constantly advised of the schools and of the changes required in the same. He shall report to the Board, from time to time, such regulations for the government and discipline of the schools, as he may deem expedient, and the same may be adopted by the Board; and he shall also perform such other duties as the Board may, from time to time, direct.

SEC. 4. The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the public schools, and he shall make such suggestions and give such instructions to the teachers as he shall deem best calculated to increase their efficiency as instructors. He shall report to the Board whenever he finds a teacher deficient or incompetent in the discharge of his or her duties.

SEC. 5. He shall attend and advise, when requested, with any standing or special committee, in respect to the matters committed to them.

SEC. 6. He shall direct the examination for promotion in all grades, and no pupil shall be promoted or transferred from one school to another, without his approbation.

SEC. 7. In case of sickness or temporary absence of any teacher, it shall be his duty to procure a proper substitute.

SEC. 8. He shall prepare and certify to the monthly pay-roll of teachers and janitors.

SEC. 9. It shall be his duty, upon consultation with the proper committee, to order and oversee such repairs and improvements as may be necessary from time to time, to keep all the school property in good condition.

SEC. 10. He shall annually prepare a report embracing such facts and statistics in reference to the system of public schools of this city as may be of interest to the community.

SEC. 11. His office hours on school days shall be from 8 to 9 a. m., and from 3:30 to 4:30 p. m. On Mondays he shall remain in his office until 12 m.

TEACHERS

SECTION 1. All teachers in the public schools are required to make themselves familiar with these regulations, and especially with that por-

tion which relates to their respective schools, and to see that these are faithfully observed.

SEC. 2. The teachers shall punctually observe the hours appointed for opening and dismissing the schools, and during the school hours, shall devote themselves exclusively to the duties of their charge.

SEC. 3. The teachers may meet once in four weeks, on Friday afternoon, at half-past three, or at the call of the Superintendent, for the purpose of mutual consultation in regard to the interests of the schools, modes of discipline, of imparting instruction, etc. The session may continue two hours. A record of the meetings shall be kept, which shall be open to the inspection of the Board.

SEC. 4. All teachers are required to open and remain in their rooms at least fifteen minutes before the time for commencing, morning and afternoon. They shall not permit disorder, unnecessary noise or rude conduct in their rooms, at any time. Teachers failing to comply with this rule shall report their tardiness to the Superintendent.

SEC. 5. The Principals of buildings shall be held responsible for the management of their respective schools. They shall prescribe such rules and regulations for halls, yards and outbuildings connected with same, as shall insure their being kept in a proper condition. The other teachers shall co-operate with them, not only during school hours, but during the time the pupils are on the school premises, at recess and before and after school. They shall use all reasonable efforts to prevent pupils from gathering in the school grounds before the hours for opening the school, and they shall require them to leave the premises at the close of the school.

SEC. 6. Teachers may visit public schools for the purpose of observing modes of instruction and discipline. Such visits shall not occupy more than two days in a year, and one visiting day only can be taken in any term, and for this purpose only one room in the same building can be dismissed at the same time.

SEC. 7. The teachers shall practice such discipline in their schools as would be exercised by a kind, firm and judicious parent in his family; and they shall resort to corporal punishment only when milder means have been tried and found to fail. Each teacher shall keep a list of all cases of corporal punishment inflicted by said teacher, and at the close of each month shall report the same to the Superintendent, with date, name of pupil, and cause of such punishment.

SEC. 8. They shall adhere to the Course of Study prescribed by the Board.

SEC. 9. No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed in any school room, or upon any of the school premises.

SEC. 10. Notice of the supplies or repairs required in any of the

school rooms should be sent, in writing, to the Superintendent, on Monday between 4 and 5 p. m.

SEC. 11. The books used and the studies pursued shall be such, and only such, as may be authorized by the Board; and no pupil shall be allowed to retain connection with any public school unless furnished with books, slates, and other utensils required to be used in the class to which he belongs: Provided, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall have elapsed after such notice, without the pupil's obtaining such books.

SEC. 12. It shall be the duty of teachers, from time to time, to send reports to parents in such form as the Superintendent shall direct, indicating the standing of their children in scholarship and deportment. They shall also immediately notify parents of any irregularity in attendance on the part of their children, unless they have good reason to believe that such irregularity is unavoidable, and with the parents' knowledge and consent.

SEC. 13. It shall be the duty of each teacher having charge of a room to make out a programme of recitations and studies of the different classes in the school, at the beginning of each term, placing the same in a conspicuous place in the school room for reference, and furnish the Superintendent with a copy, and notify him of any changes in the same.

SEC. 14. The Board will not take notice of any charge against any teacher unless presented in writing and signed by at least one responsible person.

SEC. 15. No teacher shall have the right to resign during the term for which he or she was appointed, without the consent of the Board, and at least two weeks' notice.

SEC. 16. Each teacher shall keep his or her register and class book neatly and accurately, and in accordance with the prescribed forms; and at the end of the year return them to the Superintendent at his office.

SEC. 17. The teachers are expected to give vigilant attention to the ventilation and temperature of their school rooms.

SEC. 18. On the Friday preceding any general or special election, it shall be the duty of the teachers of all grades above the fourth year to explain to their pupils the meaning and purpose of the elective franchise as enjoyed in this country.

SEC. 19. The Principals shall keep an inventory of all apparatus and supplies belonging to their buildings.

SEC. 20. Teachers are prohibited from awarding prizes to pupils under their charge, unless authorized by the Board.

SEC. 21. Pupils shall not be permitted to answer calls from the room except in very especial cases and then only at the discretion of the Principal.

SEC. 22. They shall read, from time to time, and explain to their schools, all the rules relating to pupils, that they may be distinctly understood.

PUPILS

SECTION 1. None but legal residents of Galesburg, between the ages of six and twenty-one years, shall be admitted into any of the public schools without the permission of the Board, and the payment of tuition, at the rate of fifty cents per week.

SEC. 2. No pupil beginning the first year shall enter after the fourth week of the school term.

SEC. 3. Pupils can only be admitted to the schools for the first time by a permit issued by the Superintendent, entitling them to enter Monday morning of any week. Pupils may be received during the first three days of any term; after which, application for admission must be made on Monday mornings, at the office of the Superintendent.

SEC. 4. Pupils shall attend school in the district in which they reside, except when transferred by the Superintendent of Schools. The following grounds will be considered sufficient to warrant a transfer:

(1). From a school which has more pupils than seats, to a school which has vacant seats.

(2). In case of injury to health from greater distance traveled, the injury to be determined by certificate of some well accredited physician.

The above case must present certificates of good standing in the schools they desire to leave.

(3). For disciplinary purposes, when the good of the pupil and the good of the school make a change desirable.

SEC. 5. Every scholar who shall be absent four half-days, or tardy four times, or who shall leave school without permission twice within four consecutive weeks, without a statement from the parent or guardian, given in person or by written note, stating that these absences were with his knowledge, or unless such absences shall be in accordance with the previous request of the parent or guardian, given in person or by written note, shall forfeit his seat in school, and the teacher shall forthwith notify the parent that the pupil is suspended; Provided, that no teacher shall be required to enforce this regulation until other reasonable means for correcting such irregularities have been tried. No pupil who has been thus suspended shall be restored until the Superintendent has received satisfactory assurance from the parent or guardian that these irregularities will be corrected in the future.

SEC. 6. Any pupil guilty of defacing or injuring any school property shall pay in full to the extent of the damage, and be liable to suspension or expulsion in case such injury was wantonly committed.

SEC. 7. Any pupil who shall be absent from any regular examination shall forfeit his or her seat, and shall not thereafter enter any of the

schools of the city without a special permit from the Superintendent.

SEC. 8. Whenever a parent or guardian wishes to have a pupil excused from any regular study of his class, or regularly during any portion of school hours, for any reason whatsoever, he shall apply to the Superintendent in person or by written note, stating the reason for such request, and the Superintendent shall have power to grant it.

SEC. 9. All the pupils are required to refrain from every kind of rude behavior in the school buildings, such as loud boisterous laughing and talking, whistling, running and scuffling, and to conduct themselves as well-bred persons would do in a private house.

SEC. 10. No games shall be permitted in the basements or yards which will endanger the safety of any property in the buildings or on adjoining grounds; nor upon the streets to the annoyance of the passers-by. Pupils are prohibited from throwing snow balls or missiles of any kind on the school premises, or on the streets adjacent.

SEC. 11. Whenever the teachers of any school shall report to the Superintendent the name of any pupil whose conduct is considered such that he or she is unfit to be a member of the school, the case shall at once be examined by the Superintendent, and if, in his judgment, the pupil has been duly admonished, and he exhibits no signs of reformation, he shall temporarily suspend the pupil. He shall inform the parent, stating the cause of suspension. Any pupil thus suspended may be restored at the direction of the Superintendent; but no pupil shall be finally expelled from school without the action of the Board. A record of all suspensions and expulsions shall be kept at the office of the Superintendent.

SEC. 12. No pupils shall be advanced from one grade to another, except by special permission of the Superintendent, until they are able to sustain a satisfactory examination in all the studies of the grade from which they are to be transferred. Pupils may be sent into a lower class whenever their scholarship has been of the fourth rank two months in succession, or whenever it seems probable that they will not attain a fair standing in a class to which they belong. The fourth rank shall be below an average of 75 per cent.

SEC. 13. To complete the eighth grade or to graduate from the High school, the pupil's standing must not be lower than 75 per cent. in any subject unless the general average of all subjects exceeds 85 per cent. The standing shall be based upon the daily work and the final examination. In all other grades an average standing of 75 per cent. shall be required to admit the pupil to the grade above.

SEC. 14. An excuse for every absence or tardiness shall be rendered in writing or in person by the parent or guardian of the delinquent pupil.

In such case the pupil shall not be entitled to the benefits of the school until the excuse is rendered. Provided, the teacher, may, if he thinks best, permit the pupil to remain in school during the first half-day on which he shall come after the absence, or during the half-day on which the tardiness occurs, and require such pupil to bring the excuse on the succeeding half-day.

SEC. 15. Any child who comes to school without having given reasonable attention to cleanliness of person or dress, may be sent home to be prepared for school in a proper manner.

SEC. 16. Teachers may require pupils, guilty of insubordination, to make an apology as openly and explicitly as the nature of the case may require.

DIRECTIONS FOR KEEPING RECORDS

SECTION 1. The ages of all pupils shall be taken in years and months immediately upon their entering school.

SEC. 2. Every pupil, upon entering the school, prepared with books and other requisites for performing his work, shall be enrolled as a member of the school, whether he be a member for one day, for one week, or for an entire term.

SEC. 3. Every pupil who shall have been in attendance during half or more than half of a given session, shall be accounted present for that session; otherwise he shall be accounted absent.

SEC. 4. The name of any pupil who has been absent for six consecutive half-days shall be dropped from the roll; provided in cases when the pupil has left school not to return, his name may be dropped on the day of leaving.

SEC. 5. Any pupil that may be absent from the school-room at a definite time previously fixed for the beginning of the session shall be marked tardy; except in a case where a pupil, after having been present in the school-room shall be sent by the teacher into other parts of the school building, or upon the school premises, to attend to business connected with the school.

SEC. 6. When a class finishes a grade, there is entered in the Grade Record for the school (1) the length of the time the class, or any particular pupil, was in the grade; (2) the name of each pupil; (3) the age in years and months of each pupil at the time of completing the grade.

SEC. 7. The average daily attendance shall be found by dividing the whole number of days *present* by the number of days of school.

SEC. 8. The average number enrolled shall be found by taking one-half the sum of the enrollment and average daily attendance for the month.

SEC. 9. The per cent. of attendance shall be found by dividing one hundred times the average daily attendance by the average number enrolled.

JANITORS

SECTION 1. The janitors shall remain in or near their respective building during school hours, unless excused by the Principal, and devote their time to the duties pertaining to their position.

SEC. 2. They shall have the rooms properly heated at least thirty minutes before the time of commencing school in the morning.

SEC. 3. They shall carefully sweep the school rooms, wardrobes and halls after the close of each school day, and shall carefully dust them before the opening of school in the morning, and when the Principal thinks necessary, shall scrub the rooms, wardrobes, halls and windows with water.

SEC. 4. They shall, during the time of snowfall or sleet, keep brooms at the doors for the use of pupils; keep clean the steps and all the walks in and around the building; shall keep the basements in good condition, and shall see that the buildings are properly closed at night and at other times when the school is not in session.

SEC. 5. They shall be kind and considerate of pupils, courteous to teachers, and helpful to the Principal in maintaining order in the hallways and on the school grounds.

SEC. 6. They shall perform such other services as the Principal, Superintendent, or Board, may require.

SEC. 7. They shall make a daily review of the school buildings and grounds, and report to the Principal or Superintendent any injury done to the same; and so far as they are able, make all repairs needed in term time.

*SEC. 8. They shall keep the grounds, including the terrace, in a neat and orderly condition. They shall keep the grass mowed with a lawn mower and neatly trim all edges. They shall keep the weeds out of the lawn and flower beds and let none go to seed. They shall gather all papers, rubbish, grass, etc., and place the same in receptacles or in the ash-room in the cellar, and under no circumstances throw, or allow the same in the street.

NOTE—These Rules and Regulations were adopted by the Board at the October meeting, 1890.

*Adopted, June 8, 1903.

RULES OF THE BOARD OF HEALTH

The Board of Health of the city of Galesburg, Illinois, hereby announces the following rules for the guidance of the instructors in the public schools:

Children coming from homes in which there exist contagious diseases or diseases believed to be contagious, shall not be allowed to attend school, even though they may have left their home and taken up their abode elsewhere. This rule shall be effective until the child shall have been away from home two weeks, or the Board of Health issues a certificate permitting said child to return to school.

Should it appear that a child from any infected home shall be immune, it may, after leaving said infected home and after having its clothing properly disinfected, be allowed to attend school upon presenting a certificate from the Board of Health.

No pupil in whose home there shall be any one afflicted with smallpox, scarlet fever, measles, diphtheria, *whooping cough, or mumps, shall be allowed to attend school until the attending physician shall certify in writing, that there is no longer danger to others.

In case there is no attending physician, a certificate from the Board of Health must be obtained before returning to school.

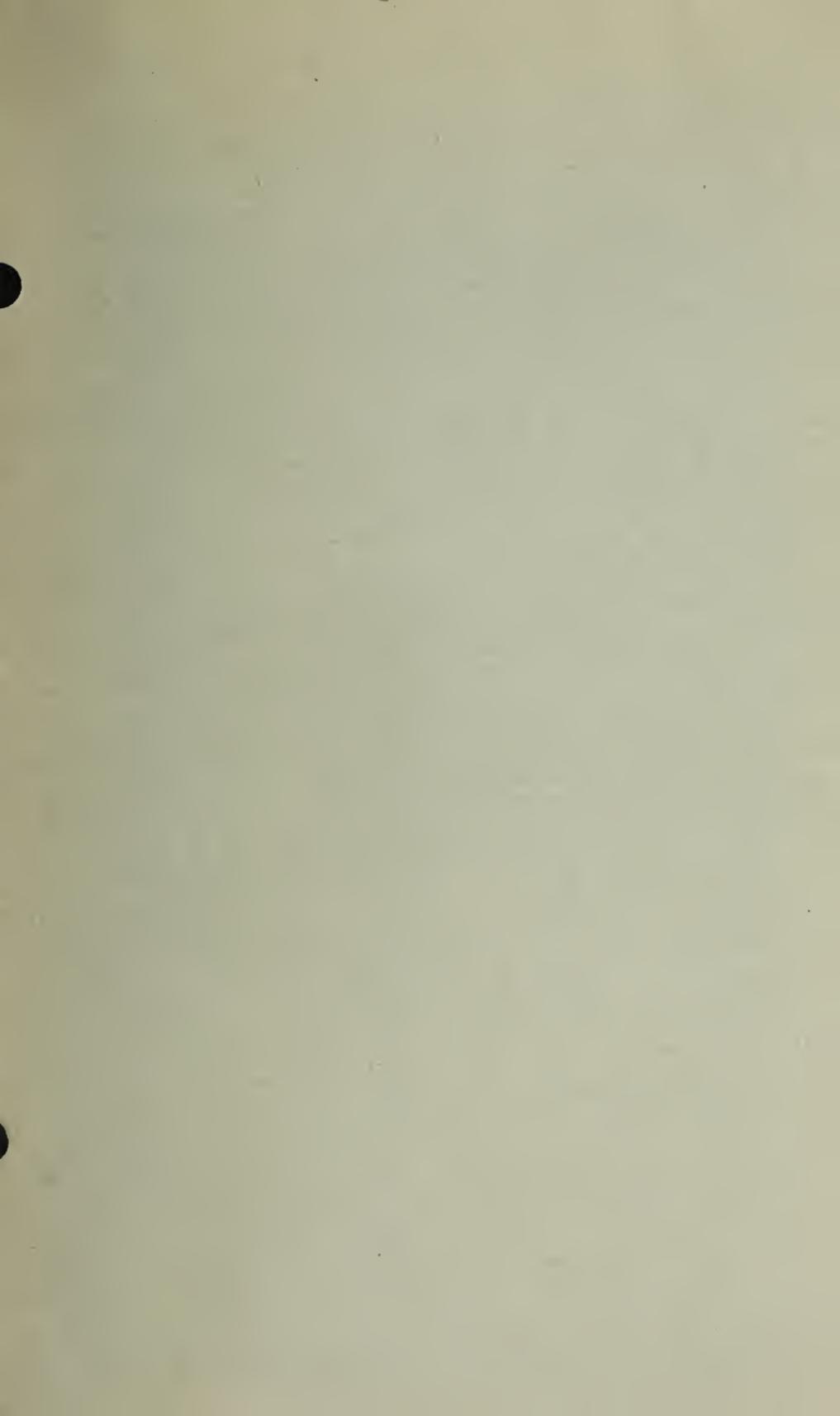
All clothing and school books used or handled by children while suffering from infectious, or contagious diseases must be thoroughly disinfected under the supervision of the Board of Health before worn or used in school.

BEN. D. BAIRD, M. D.,

September, 1903.

Health Commissioner.

*In case of whooping cough or mumps, the pupil afflicted must not be allowed to attend school until a physician's certificate is issued and presented that there is no longer danger from contagion. Other members of the family, not afflicted, may attend school.





UNIVERSITY OF ILLINOIS-URBANA



3 0112 107830421